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TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1901

ANDOVER, MASS.
THE ANDOVER PRESS
1902

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1901-10

SCHOOL COMMITTEE

J. NEWTON COLE, <i>Chairman</i> ,	-	-	-	-	Term expires 1903 28 Chestnut Street.
JOHN ALDEN,	-	-	-	-	Term expires 1902 6 Punchard Avenue.
JOHN L. BREWSTER,	-	-	-	-	Term expires 1904 11 Locke Street.
JOHN N. COLE,	-	-	-	-	Term expires 1902 8 Locke Street.
THOMAS DAVID,	-	-	-	-	Term expires 1902 61 Mineral Street.
MRS. ELLA S. MORRILL,	-	-	-	-	Term expires 1904 West Parish.
WILLIAM SHAW,	-	-	-	-	Term expires 1903 Ballardvale.
CHAS. H. SHEARER,	-	-	-	-	Term expires 1903 16 Abbot Street.
MRS. L. A. WILSON,	-	-	-	-	Term expires 1904 Ballardvale.

Secretary and Superintendent.

CORWIN F. PALMER, - - - - 16 High Street

STANDING COMMITTEES

Advisory and Auditing Committee.

JOHN N. COLE,

J. NEWTON COLE,

THOMAS DAVID.

Committee on Teachers, Janitors and Music.

JOHN L. BREWSTER,

JOHN ALDEN,

MRS. L. A. WILSON.

Committee on Text Books and Supplies.

WILLIAM SHAW,

MRS. E. S. MORRILL,

CHAS. H. SHEARER.

Sub-Committees.

Stowe, John Dove and Indian Ridge Schools,

JOHN ALDEN,

JOHN N. COLE,

THOMAS DAVID.

Bradlee and Scotland Schools,

WILLIAM SHAW,

MRS. L. A. WILSON,

J. NEWTON COLE.

Richardson, West Centre, North, Abbott, Bailey and Osgood Schools,

JOHN L. BREWSTER,

MRS. E. S. MORRILL,

CHAS. H. SHEARER.

TRUANT OFFICERS

ALEXANDER DICK, 22 Cuba Street.

H. M. HAYWARD, Ballardvale.

COMMITTEE MEETINGS

The first Monday evening of each month, at half past seven, at the School Committee's room, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

8 to 8.30 A. M.; 4 to 5 P. M. Tuesdays and Fridays, 7 to 7.30 P. M., at School Committee's Room, Town Hall.

NO SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bells and whistle. When the signal, 3-3-3 is heard at 8 o'clock in the morning or at 12.30 noon, there will be no school for the kindergarten, and first, second and third grades. If the signal is repeated at 8.10 A. M. or 12.40 noon, there will be no school for all grades. The second signal will be given only in very severe storms.

CALENDAR FOR THE SCHOOL YEAR, 1901-1902.

FALL TERM.

Begins September 9, 1901. - - - Ends December 20, 1901.

WINTER TERM.

Begins January 6, 1902. - - - Ends March 28, 1902.

SPRING TERM.

Begins April 7, 1902, - - - Ends June 20, 1902.

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1901,	947
Number of children between seven and fourteen years of age,	688
Number of children fourteen years of age,	73
“ “ thirteen “	94
“ “ twelve “	115
“ “ eleven “	96
“ “ ten “	108
“ “ nine “	96
“ “ eight “	97
“ “ seven “	88
“ “ six “	89
“ “ five “	91

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school houses and lots, not including high school building,	72,000
Estimated valuation of books and apparatus,	4,500

III. SCHOOL EXPENSES.

Total amount expended, not including amount expended for high school,	\$25,611.08
Schools,	22,131.68
School houses,	1,984.35
Books and supplies,	1,495.05
Amount expended for current expenses, salaries, fuel, supplies,	23,626.73

Expense per child, based on average number belonging,	24.61
Average for the State, including high schools,	26.49
Per cent. of current expenses to whole amount raised by taxation,	27.08
Additional expense for Punchard Free School,	495.51

NOTE—

Total current expenses of Punchard Free School,	\$4,438.23
Additional current expenses paid by town,	495.51
Total current expenses of elementary schools,	23,626.73
Total,	<hr/> \$28,560.47

IV. SCHOOL BUILDINGS.

Number of school buildings, not including high school building,	12
Number of rooms,	35
Number of rooms not occupied,	2

V. TEACHERS.

Whole number of teachers, not including high school,	35
Number of principals of buildings,	5
Number of principals of kindergartens,	2
Number of regular teachers,	30
Number of kindergarten assistants,	2
Number of special teachers,	2

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover:

In conformity to usage, the School Board submits to you its annual report.

At the opening of the school year in September, the Board was confronted with the problem of providing for about seventy pupils in the first grade at the Centre school and having no spare room at the John Dove building, rooms were leased in a building across the street, to which the Kindergarten Department was transferred, thus leaving room for the division of the first grade. Though the new quarters of the Kindergarten are by no means ideal, the separation of this department from the regular grades is of great advantage.

The introduction of sanitary arrangements into the Stowe school building has proved most satisfactory. As suggested last year, the same change must soon be made at the John Dove building; the Board prefers, however, to await further developments in some directions before advising that this be done.

The time must soon come when this building will have to be enlarged or some plan adopted for the accommodation of the constantly increasing number of pupils in the Kindergarten and lower grades.

The burning of the Scotland school house brings before the town the question whether it is better to rebuild and continue the district school there, or transport the pupils to the Centre where they will have the benefit of graded schools. The Board gave a hearing to the residents of

Scotland district, at which it was shown that there is a difference of opinion on the matter. It was therefore decided to insert an article in the warrant bringing the question before the town meeting for settlement. It has been suggested that a year's trial be given to the plan of transporting the children and that the question of rebuilding be held in abeyance in the meantime.

A meeting was recently arranged for, to be held at the Bailey District school house, to consider with the people of that locality if some satisfactory arrangement could not be made whereby the children of that neighborhood could be accommodated by two school houses instead of the three now used, but the weather on the evening appointed, proved so unpropitious that the meeting was postponed.

The serious question, however, which must come up very soon, is in relation to the Abbott school house, which is becoming too poor to be used for school purposes. It is hoped that some plan may be suggested so that by moving the Bailey and North buildings, that whole section may be accommodated in two school houses.

During the year just past, Mr. George E. Johnson, our very efficient superintendent of schools, has left Andover for another field of labor. Mr. Johnson's work here was eminently successful, and he takes with him the best wishes not only of the School Board but of all who knew him.

The Board feels, however, that the town is to be congratulated on securing the services of Mr. Corwin F. Palmer, as a successor to Mr. Johnson, and the fact that the prosperity of the schools has been uninterrupted, certainly tends to prove that the work has been intrusted to good hands.

The accompanying report of Superintendent Palmer should be carefully read by every citizen who is interested in the welfare of our schools.

The amounts estimated to be required for the expenses of the current year are;

For schools,	\$22,500.
For school house,	1,500.
For books and supplies,	1,500.

Should the town vote to establish a high school, as recommended by the committee appointed at the last town meeting, an additional sum of \$2,500 will be required to meet the expense of this year.

Respectfully submitted,

For the Board,

J. NEWTON COLE, *Chairman.*

SUPERINTENDENT'S REPORT

To the School Committee of Andover:

I herewith have the honor of submitting the twelfth annual report of the schools under your charge.

In the short time since I came to the office of superintendent here I have made as thorough a study of the conditions as time and the pressure of other duties would permit. This short time has, however, served to confirm the impression which I early received, that your schools were in excellent condition, that they were well equipped and that wise care had been used in the selection of teachers. I wish also to here pay tribute to the wholesome sentiment prevalent throughout the schools, manifested by teachers and pupils alike, and by all in any way connected with their conduct or administration.

Moreover, I should be seriously remiss did I not take occasion at this time to express my appreciation of the work done here by my predecessor, Mr. Geo. E. Johnson. I deem myself fortunate in being called upon to follow such a clear-headed student of educational problems, a man with such a delicate touch and keen appreciation of the finer side of school work, a friend of children.

At the opening of the school year the over-crowded condition of the the first grade in the John Dove building made it necessary to secure quarters elsewhere for the kindergarten. The lower floor of the house on Bartlet street directly opposite the Stowe building was accordingly rented of Mr. Ovid Chapman, and after some changes the kindergarten was installed there. The first grade was then divided and one section transferred to the room vacated by the kindergarten.

Owing to the crowded condition of the seventh grade room at the Stowe school, it became necessary to send the seventh grade pupils residing in Frye Village to the Indian Ridge school, where the accommodations are ample.

At the beginning of the fall term, in order to have a record in the superintendent's office of the birth, parentage, residence, etc., of each child, I had a card catalogue prepared of all the pupils in attendance upon the schools, arranged alphabetically by grade and school. It is intended that the same card shall serve each child during the whole period of his school life in Andover.

In the blanks on the reverse side of the card opportunity is offered to make entries of promotions and other events. When the child leaves school, that fact, also, with its date and cause, is recorded, the card removed from the catalogue and filed away as a part of the permanent records.

The system of monthly reports to parents was somewhat modified. They are now made out for each school month except September, May and June, and for all pupils above the first grade.

By a simple system of marks the teacher reports to the parent her estimate of the progress the child is making in his studies, his conduct, effort, etc. To this is added a record of his attendance for the month. This report the parent is asked to examine, sign and return. The last time it is sent out, the card, which contains the child's record for the entire year, may be retained. These reports are sent to parents upon the same day throughout the town, the first Tuesday of the following month. Duplicates of these reports are kept on file in the superintendent's office, likewise in the form of a card catalogue alphabetically arranged by grades and schools.

I have also prepared a tabulated list of all the text books of the town, giving titles and number of copies by schools. By a system of marks the general condition of each set of

books can also be told at a glance. In the preparation of this list it has been necessary to count and inspect all these books. It will, however, now be possible to tell readily where any surplus books may be found, and to transfer them to other schools as needed.

Two general teachers' meetings and nine grade meetings have been held since the opening of the school year in September.

A system of grouping the children of a grade according to the abilities and attainments in the several studies was recommended to the teachers. It is thought by this means to better adapt the instruction to the needs of the pupils and thus do away with the evils of mass teaching. Under this arrangement greater flexibility will also be given to the grading and promotion of the children, and enable us to promote a considerable number at intervals during the year.

For the better accommodation of people who cannot leave their work during the day, I have arranged to be in the office on Tuesday and Friday evenings from seven to half past seven.

There seems to be some misunderstanding in regard to the conditions under which schooling certificates may be granted. It will be seen by reference to the section of the law quoted below that the superintendent cannot grant such a certificate unless the parent presents himself in person with an employment ticket duly filled out.

Chapter 494, Section 5 — The age and schooling certificate of a child under sixteen years of age shall not be approved and signed until he presents to the person authorized to approve and sign the same, an employment ticket as hereafter prescribed, duly filled out and signed.

A dental clinic was established in the Stowe building last

year by the efforts of Mr. Johnson, with the support of the Andover Guild and the co-operation of the dentists of Andover. Each dentist has generously agreed to donate for the work one-half day's time each month. Pressure of other duties thus far has prevented my giving the matter the attention I should wish.

There is too much tardiness in the schools. The teachers are making a strong effort to remedy the evil. In this they hope to have the help of all parents. It is not a question of a few minutes time more or less. It is the habit of promptness that is involved.

We are giving some attention to training the voices of the children. We hope, in a measure at least, to get rid of the guttural, nasal, harsh, strident and muffled tones so often heard in school. This cannot be done by precept; by telling the child to speak louder or more distinctly. The only way is to carefully diagnose each case and then apply the proper remedy, to train the child into a better use of his vocal organs. A well modulated voice with tones of good quality is certainly an accomplishment worth striving for.

Arrangements are made to have a continuous exhibition of school work in the office of the superintendent. The exhibits will be changed every two weeks. Parents and others interested in the schools are invited to inspect these exhibits at any time during office hours.

I respectfully make the following recommendations for your consideration:—

That spelling books be introduced into all grades above the fourth.

That sewing be taught in Grades V and VI.

That arrangements be made by which the pupils in Grades VIII and IX may be taught Sloyd, or some form of wood-working.

That a course in constructive geometry be given in Grade IX.

That pupils in Grades VIII and IX be given the opportunity to study French.

That an addition be built to the John Dove schoolhouse to provide accommodations for the kindergarten and manual training, the basement to be utilized for sanitariums.

That the scope of the special school in the Stowe building be so extended as to include any pupil of intermediate grades who, in consequence of irregularity of development or training cannot be taught to advantage elsewhere.

That a new schoolhouse be built in the Abbot District, or that the North, Abbott and Bailey schools in some way be combined into two.

That plans be entered upon for beautifying the school grounds of the town, especially those of the Indian Ridge, Bradlee and district schools.

I also submit in connection with this report and forming a part of it a course of study which I have outlined for the use of the schools. Its purpose is to indicate the general scope of the work in each grade, to preserve the proper relationship of the grades to each other and, as far as conditions will permit, to render the work uniform throughout the town.

Time has not permitted me to complete this course in all its details, but arrangements have been made by which the type will be allowed to stand until the teachers have had time to study the course, and I have had time to do further work upon it. It is my purpose then to hold a series of grade meetings at which the whole course will be thoroughly discussed, criticisms made and additions and eliminations suggested. It is then proposed to publish the course in pamphlet form.

Like any course of study this needs in many parts the

interpretation afforded by a discussion of the methods to be employed in teaching. These will in a measure be outlined in the revised form in which it is intended to publish the course.

A course of study should be sufficiently flexible, it should be readily adjustable to varying conditions and should allow free play to the teacher's individuality. Nor can the course be the same for all the pupils of the same school. Some children are able to do much more work than others of the same grade and should be permitted to do so. Some will be able to do all the work outlined here and to read all the supplementary books suggested. Many will not, and none should be allowed to do so if it occasion the least symptom of nervous strain or injury to health. The close, sympathetic cooperation of parent and teacher will afford sufficient safeguard in this matter. Many of the books named are to be read only in part, the teacher designating page or chapter.

In many cases a single copy of a book, certainly a small number of copies, will suffice. The great bulk of the books mentioned have been in use in the schools for some time. All books of any value have been utilized whether they have been in use recently or not. In addition, it is proposed to turn to account the liberal allotment of books made by the trustees of Memorial Hall Library. Only such volumes will be taken out by the teachers in this allowance as have a direct bearing on the lessons under consideration. These will be kept on a shelf or table in the schoolroom and used under the direction of the teacher.

Possibly it may not be out of place to call attention here to some features of the course.

IN ARITHMETIC.

1. The omission of useless processes from the course.
2. The introduction of algebraic processes in the work of Grades VIII and IX.

3. The "spiral" or continual review plan.
4. The introduction of many processes early in the course, but in so simple a form as to be easily within the comprehension of the child.
5. The large amount of oral or so-called mental arithmetic.
6. The omission of reasons for the processes until the child's faculties are sufficiently developed.
7. Its practical features. The child is taught that four quarts make a gallon by successively pouring that number of quarts of sand or sawdust from a quart into a gallon measure. With a rod line he measures the school ground or other lot of land and then computes the area. He makes out an actual bill of goods and determines the amount due.

IN LANGUAGE AND GRAMMAR.

8. The large amount of work in oral and written composition.
9. The omission of all technicalities of grammar not easily comprehended by the ordinary pupil in elementary schools.
10. The study of specimens of good literature.
11. The memorizing of many choice poems.
12. The large amount of attention paid to letter writing, business and other papers, secretarial writing, etc.

IN HISTORY.

13. The introduction of many stories of peoples and events in the lower grades.
14. The prominent place given to biography.
15. The omission of minor details.
16. The attention given to the life of the people.
17. The study of local history.
18. The amount of collateral reading recommended.

19. Its correlation with composition, literature and geography.

20. The careful drill upon and memorizing of important facts.

IN GEOGRAPHY.

21. The amount of time given to the geography of observation and experience.

22. The emphasis placed upon physiography.

23. The omission of uninteresting and abstract details,

24. The prominence given to industrial and commercial geography.

I wish to say in conclusion that in the discharge of my duties as Superintendent of your schools it will be my earnest purpose :

To carefully guard the health and physical well being of every child.

To inculcate respect for authority ; love of the true, the beautiful and the good ; polite manners ; patriotism.

To train children to habits of obedience, self-reliance, order, industry, economy ; to lay the foundations of good citizenship and prepare the way for right living.

To teach them such things as will surely contribute to these ends :

1. To read understandingly and with distinct and pleasing expression.

2. To spell all words in ordinary use.

3. To write a neat and legible hand.

4. To perform all the fundamental and useful operations of arithmetic with accuracy and a reasonable degree of rapidity.

5. To speak and write the English language correctly, effectively, with ease, gracefully.

6. To give the child some knowledge of the earth as

the abode of man, and an appreciation of the significance and beauty of the world of nature, about him.

7. To lead to such an acquaintance with the principal events in the past history of our country as will enable the men and women of tomorrow to lend a hand intelligently in the conduct of public affairs.

8. To study the lives of some of the men and women who have taken leading parts in the great drama of our national life.

To train children to observe, to think, to express; to give them manual dexterity and productive power.

To cultivate a love of good books, the artistic sense, a feeling of companionship with nature.

To prepare them for useful and happy lives,

Allow me to express my high appreciation of the courteous support you have given me, the kindly cooperation of the teachers in all measures proposed, and the uniform good-will evinced by parents, children and the community at large.

Respectfully submitted,

CORWIN F. PALMER,

Superintendent of Schools.

DRAWING TEACHER'S REPORT

To the Superintendent of Schools :

The aim of the work for the year has been to develop in the children a feeling for the beautiful and an ability to create, by leading them as simply as possible from the nature drawing and the appreciation of the knowledge thus acquired to composition and design. The outline briefly is composed of nature drawing, structural drawing and decorative drawing. The study of color and pictorial drawing are combined with these.

A limited description of the above topics, as outlined in the State Course of Drawing, is given below.

NATURE DRAWING.

The child is encouraged to express his own ideas and then by means of pictures and sketches done before him to see the thing more clearly. The true image must be taught in other ways than by mere reproduction. The growth, character and life of the flowers and trees in different seasons and under varying conditions are observed and reproduced.

Later, some of the more common animals are studied. After being sketched in pencil and ink and arranged in some picture to illustrate balance or rhythm, free cuttings are made. These illustrative sketches and free cuttings of the animals were very interesting from a psychological standpoint. Some were taken by Mr. Sargent, who visited us last spring.

This study of the leading lines, shape and character in the animals is continued in the pose drawings of the upper grades.

COLOR.

The constant thought in the study of color is to bring the child from the knowledge of brilliant color to that of finer quality. Washes of pure colors in certain shapes, the use of pigments, comprising the mixing of colors and the making of tints, shades and lines, and the relations of colors are studied.

PICTORIAL DRAWING.

The first aim should be to give clear images, not only by a knowledge of the thing through observation of its characteristics but by individual criticism, the result of individual observation. Memory drawing and illustrative work are great factors toward clear expression. The proportion of the object is the first requisite. As the child advances, foreshortening and perspective principles enter in and the objects are drawn in different positions and under various conditions. Then come problems in composition, decorative arrangements of flowers, fruits, animals and landscapes. Lastly convergence of lines with other principles are taught, all tending toward a harmonious unity.

STRUCTURAL DRAWING.

The blackboard practice of geometric forms and the use of the ruler constitute the work in the lower grades. In the grammar grades, geometry, projection, two views of an object, working drawings to scale and developments, with especial attention to proportion, accuracy and unity, tend to give the child freedom and precision of movement.

DECORATIVE DRAWING.

Placing and arrangement of the object on the paper, the frame, name or initials are the first steps. Then arrangements are made of units derived from nature drawing, as flowers, leaves and animals, and applied to borders or surfaces. The objects already constructed in the winter term

and left to be decorated, are then taken and designs made after preliminary practice work in the theory of design with straight lines, curved lines and abstract spots. When the spring comes, applications of the above principles are made to surfaces, panels, rosettes and initials.

“So far as education does indeed tend to make the sense delicate and the perceptions accurate, and thus enables people to be pleased with quiet instead of gaudy color ; and with graceful instead of coarse form ; and by long acquaintance with the best things, to discern quickly what is fine from what is common, so far acquired taste is an honorable quality.”

Respectfully submitted,

AMY M. PLEADWELL.

Andover, Massachusetts,

February 1, 1902.

MUSIC TEACHER'S REPORT.

To Mr. C. F. Palmer, Superintendent of Schools.

The following is a plan of technical study, suited to each grade in school, preparatory to the artistic side of music study.

In connection with this we have studied incidentally patriotic, sacred and nature songs, making them as far as possible correlative with the other subjects taught in school—a line of work which we plan to extend during the coming year.

GRADE I.

Scale developed by means of special rote songs.

Presentation of rote songs from chart as nearest approach to objective teaching.

Reading simple music from chart.

GRADE II.

Teaching of formula for key and time.

Teaching the names of different kinds of notes and rests.

Reading from chart.

Reading from books.

GRADE III.

Teaching of division of scale into whole steps and half steps.

Building of scales of C, G and D major.

Teaching of divided beat.

Teaching of sharps approached from above.

GRADE IV.

Two-part work.

Building of scales F, B flat, E flat major.

Advance work in time studies.

GRADE V.

Advanced work in two parts.
Sharps approached from below.
Flats approached from above.
Building of scales A, E major.

GRADE VI.

Three-part work, including all previous work in time studies, scale building and chromatics.
Building of scales A flat, D flat, B major.

GRADE VII.

Study of intervals of major scales.
Primes, seconds, thirds.

GRADE VIII.

Intervals of major scales.
Fourths, Fifths, Sixths, Sevenths, Octave.
Analysis of simple exercises.

GRADE IX.

Study of minor scales.
Modulation.
Analysis of major and minor exercises.

Respectfully submitted,

ELIZABETH HOAR.

PHYSICAL CULTURE REPORT

Mr. C. F. Palmer, Superintendent of Schools, Andover.

SIR:

It may be interesting to know what is being done in Andover along the line of physical training.

The Swedish system of gymnastics with games forms the basis of work. The time given each day to exercises and games is from ten to twenty minutes according to the grade and other conditions.

The exercises are simple in the lower grades and become more complex as the children's ability to maintain a correct position, increases. Most of the exercises given have a tendency to correct faulty positions which children take and which later become habitual.

The games have a recreative value and tend to increase or change the circulation in a short period of time but do not have any corrective element.

We have not aimed at an absolutely perfect execution of any one exercise or drill only so far as it helped to train the child's self-control of muscular movement or helped him to gain a correct and easy carriage.

When the weather is favorable much of the physical work is done out of doors in the fresh air and sunshine.

The playground space is ample in most cases and some out-door apparatus such as is found in out-door playgrounds elsewhere would be of benefit to the school children.

I wish to thank the teachers for their hearty assistance without which so little would be accomplished.

Respectfully submitted,

AGNES OTIS BRIGHAM.

LIST OF TEACHERS

Corrected Jan. 1, 1902.

STOWE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IX	Anna E. Chase, Prin.,	R. F. D., No. 1, Lowell
VIII	Persie L. Morrison.	29 Chestnut Street
VII	Florence Ash,	61 Chestnut Street
VI	Grace Hill,	51 Farnham St., So. Lawrence
V	Carolyn A. Dean,	77 Main Street.
Special	Louise Comstock,	30 School Street.

JOHN DOVE SCHOOL.

IV	Edith A. McLawlin, Prin.,	112 Main Street.
III	Harriet W. Carter,	31 Bartlet Street.
II, III	Mary E. Milligan,	94 Main Street.
II	Jennie S. Abbott,	Summer Street.
I	Adèle H. Duval.	Cor. Whittier and Summer Sts
I	Marion Paine,	221 Main Street.
Kindergarten	Evelyn P. Reed, Prin.,	23 School Street.
	Mary E. Scott, Asst.,	Ballardvale, Mass.

INDIAN RIDGE SCHOOL.

VIII, VII	Margaret C. Donovan, Prin.,	22 Brook Street.
VI, V	Mabel G. Carley,	109 Main Street.
IV, III	Jean A. Birnie,	323 No. Main Street.
II, I	Alice S. Coutts,	34 Maple Avenue.
Kindergarten	Florance M. Prevost, Prin.,	30 School Street.
	J. Gertrude Jackson, Asst.,	28 Maple Avenue.

BRADLEE SCHOOL.

IX, VIII,	Clara A. Putnam, Prin.,	115 Mineral Street.
VII, VI	Jessie B. F. Greene,	Ballardvale.
V, IV	Annie M. Downes,	61 Chestnut Street.
III, II	Rubina S. Copeland,	Ballardvale.
I	Florence I. Abbott,	Summer Street.
Kindergarten	Florance M. Prevost,	30 School Street.
	Mary E. Scott, Asst.,	Ballardvale.

SCOTLAND SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
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	Ethel R. Coleman,	Railroad Street.
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RICHARDSON SCHOOL.

I—III	Helen W. Battles, Prin.,	31 Lowell Street.
IV—VI	Grace E. Feeney,	Holt District.

WEST CENTRE SCHOOL.

	Emily F. Carleton,	No. Andover.
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NORTH SCHOOL.

	Susie May Jordan,	511 Lowell St., Lawrence.
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ABBOTT SCHOOL.

	Mabel S. Robinson,	No. Andover Depot.
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BAILEY SCHOOL.

	Eva A. Hardy,	R. F. D., No. 1, Lowell.
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OSGOOD SCHOOL.

	Cecilia A. Kydd,	26 Cuba Street.
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SPECIAL TEACHERS.

Drawing — Amy M. Pleadwell,	43 Whittier Street.
Music — Elizabeth Hoar,	29 Chestnut Street,
Physical Training — Agnes Otis Brigham,	30 School Street.

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 21, 1901.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership	Average Attendance.	Per cent. of Attendance
Stowe	IX	Anna E. Chase	50	46.2	43	90
	VIII	Persie L. Morrison	37	35.95	33.61	98.55
	VII	Florence Ash	51	43.76	43.37	93.8
	VI	Grace Hill	51	49.91	45.89	90
	V	Carolyn A. Dean	44	40.4	36.4	89
John Dove	Special	Louise Comstock	16	12.24	11.05	89.22
	IV	Edith A. McLawlin	49	42.4	39.8	95
	III	Harriet W. Carter	38	37.96	35.02	92.28
	II-III	Mary E. Milligan	39	37	33.2	89.8
	II	Jennie S. Abbott	42	40.6	36	88.1
	I	{ Adele H. Duval	56	50.9	46.4	89
Indian Ridge	Kind'r'g't'n	{ Marion Paine				
		{ Evelyn P. Reed	68	45.3	41.3	84.5
		{ Mary E. Scott				
	VIII-VII	Margaret C. Donovan	23	18.05	19.49	96.49
	VI-V	Mabel G. Carley	35	32	31.28	96.9
	IV-III	Jean A. Birnie	50	49.1	46.3	94.2
Bradlee	II I	{ Bertha F. Meacom	35	31.28	28.13	89.40
		{ Bessie Keith				
		{ Harriet D. Merrill				
	Kind'r'g't'n	{ Florance M. Prevost	38	31.8	24.79	77.97
		{ J. Gertrude Jackson				
	IX-VIII	Clara A. Putnam	33	30.6	28.9	94.3
	VII-VI	Jessie B. F. Greene	32	26.9	24.9	93
	V-IV	Annie M. Downes	40	37.97	35.2	92.7
Scotland	III-II	Rubina S. Copeland	43	40.1	36.4	90.8
	I	Florence I. Abbott	27	22.9	21.3	89.2
	Kind'r'g't'n	{ Florance M. Prevost	23	20	15.05	75.2
		{ J. Gertrude Jackson				
Richardson	VI-IV	{ Cecilia A. Kydd	15	11.4	9.86	82.35
		{ Lucy A. Munroe	25	21.97	20.36	92.67
West Centre	III-I	{ Dollie M. Farnum	44	58.44	36.59	95.19
		{ Helen W. Battles	24	20	16.5	83
North		Bessie A. Holt	19	18.6	17.4	92
Abbott		Susie May Jordan	16	14.43	12.05	82
Bailey		Grace A. Feeney	12	10.5	9.7	92
Osgood		{ Eva A. Hardy	29	26.1	22.5	86
		{ Marion Paine				
		{ Cecilia Kydd				

Number of children in Kindergartens, Primary and Grammar

Schools of the town,	1,101
Average membership,	960.02
Average attendance,	929.82
Per cent. of attendance,	86.99
Number of children in school under five years of age,	97
Number of children in school over fifteen years of age,	18
Number of children in school between seven and fourteen years of age,	688
Highest per cent. of attendance in any school; Indian Ridge, Grades VI-V.,	96.9

TRUANT OFFICER'S REPORT

Number of cases investigated,	19
Number found to be truants,	8
Number detained at home unnecessarily,	0
Number of cases prosecuted,	0

ALEX DICK,

Truant Officer.

PUNCHARD FREE SCHOOL.

PRINCIPAL'S REPORT.

To the Trustees of the Punchard Free School:

GENTLEMEN: — The number of pupils enrolled for school year ending in June 1901 was one hundred and one. Number of girls, sixty-one. Number of boys, forty. The number in the graduating class was nine, of whom six were girls, and three boys. One member of the class has since entered Mt. Holyoke College, and one member passed the examinations for the Institute of Technology. Two other members of the class are continuing their studies, one at an Art School, the other at a Business College.

The J. W. Barnard prizes for excellence in English composition and delivery were won this year by Harriett Lincoln Abbot, who was awarded the first prize of twenty dollars; the second prize, twelve dollars, was taken by Agnes F. Gillen; the third prize, eight dollars, by Edith Belle Hunter. The income of the fund permitting, a fourth prize of five dollars was awarded to Carolyn Aurelia Abbot.

The Goldsmith prizes, given by the Punchard Alumni Association for declamation, two prizes of five dollars each, one to best speaker among the boys, the other to best speaker among the girls competing, were awarded to Harriett Lincoln Abbot and Harry Davies.

The prizes for excellence in Botany, given by Mr. M. E. Gutterson, were received, the first prize by Rena E. Hemmenway, the second by Mary E. Gledhill. Honorable mention was made of the work of Carolyn A. Abbot.

The Mary Starbuck prizes for best success in Letter-writing, all the pupils competing, were won as follows:

first prize for girls, Harriett Lincoln Abbot ; second, Sarah B. White ; first prize for boys, Fred S. Phelps ; second, Dana W. Clark.

Following the custom instituted the preceding year, a baccalaureate sermon was delivered this year at Christ Church, by Rev. Frederic Palmer.

The Commencement Address was given by Professor James Hardy Ropes, of Harvard.

The form of graduation exercise introduced the year before was, at the request of the class, tried again this year. Below is the program :—

"Service is Perfect Freedom."

PRAYER

MUSIC

CHORUS — Let Our Voices Be Glad . . . *Ch. Lecocq, Arr.*

ESSAY — The Masque of Comus
ELSIE A. HOLT

A SCENE FROM MILTON'S COMUS

COMUS	GEORGE C. CHANDLER
THE BROTHERS	{ FRED S. PHELPS
	{ WILLIAM M. FLINT
THE LADY	JOANNA C. DOWNING
SABRINA	FLORENCE L. BALDWIN
ATTENDANT SPIRIT	MARY E. GLEDHILL
Epilogue by the Spirit — MARGARET ANDERSON	

MUSIC

CHORUS — Tripping O'er the Hill *Carl Bohm*

PROPHECY
EDITH B. HUNTER

COMMENCEMENT ADDRESS
PROFESSOR JAMES HARDY ROPES

MUSIC

TRIUMPHAL MARCH — Praise Ye the Father . . . *Gounod*

AWARD OF PRIZES

PRESENTATION OF DIPLOMAS

BENEDICTION

 THE GRADUATING CLASS

Margaret Anderson	Elsie Anna Holt
Florence Levina Baldwin	Edith Belle Hunter
Joanna Charlotte Downing	George Curtis Chandler
Mary Elizabeth Gledhill	William Miles Flint
Fred Sydney Phelps	

At the close of the school year, Miss Mary E. Dern, who had been first assistant for twelve years, resigned to accept a much more lucrative position in Cleveland, Ohio. Miss Dern was a well equipped, enthusiastic, successful teacher, and gave her time and strength without reserve to her pupils, out of school hours as well as in.

Mr. Eric A. Starbuck, after faithful and efficient service for three years, also resigned at the end of the school year for a more profitable place at Worcester, Mass. Mr. Starbuck's work was excellent and, under his hand, the slumbering interest in athletics was reawakened.

The vacancies caused by the resignations just mentioned were filled on the last evening of the school year by the election of Miss Grace A. Burt and Miss Eleanor S. Brooks, both graduates of Wellesley, Miss Burt also being a graduate of Punchard, in the class of 1893.

It is gratifying to know that the needs of the school, so well known to its trustees and teachers, as well as to the community in general, are in a fair way to be met, as the

result of the deliberations of the special committee appointed by the town at the last annual town meeting, to devise if possible some means by which the town and the trustees might join forces. Let us have a school as good as the best.

Respectfully submitted,

FRANK O. BALDWIN,

Principal.

COURSE OF STUDY

YEARS	TERMS	ENGLISH	HISTORY	SCIENCE
FIRST YEAR		3	3	4
	<i>Fall</i>	Lessons, Composition. Whittier.	History of England.	Physics.
	<i>Winter</i>	Lessons, Composition. Longfellow.	History of England.	Physics.
	<i>Spring</i>	Lessons, Composition. Gen'l view of American Poetry.	History of England. General view.	Physics.
SECOND YEAR		3	3	4
	<i>Fall</i>	Rhetoric. American Essayists and Orators.	Developm't of English Constitution.	Chemistry.
	<i>Winter</i>	Rhetoric. American Novelists.	History and Civil Gov't in U. S.	Chemistry.
	<i>Spring</i>	Rhetoric. Gen'l view of Amer. Prose. Compositions through- out the year.	History and Civil Gov't in U. S.	Chemistry.
THIRD YEAR		3	3	4
	<i>Fall</i>		History of Greece.	Physiology.
	<i>Winter</i>	English Authors and Composition thro'gh the year, including College requirem'ts in English.	History of { Greece. Rome.	Botany
	<i>Spring</i>		History of Rome.	Botany.
FOURTH YEAR		3	3	7
	<i>Fall</i>		Mediaeval, topics, lectures.	Geology 4. Physics 2. Ex. lab. work. Astronomy 1.
	<i>Winter</i>	English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar.	Modern, topics, lec- tures.	Astronomy 1. Physics 2. Ex. lab. work. Phys. Geography 4.
	<i>Spring</i>		Nineteenth Century. — Comparison of Govern'ts of U. S., Eng., France and Germany.	Astronomy 1. Physics 2. Ex. lab. work.

PUNCHARD FREE SCHOOL

MATHEMATICS		LATIN	GREEK	FRENCH	ART
5	3	5			1
Algebra.	Book-keep- ing.	Lessons, Cæ- sar.			Drawing.
Algebra.	Book-keep- ing.	Lessons, Cæ- sar.			Drawing.
Algebra.	Book-keep- ing.	Lessons, Cæ- sar, Sight Reading.			Drawing.
5		5	5		
Algebra. Geometry.		Cæsar, Com- position.	Lessons, Anabasis.		
Geometry, Algebra.		Cæsar, Com- position.	Lessons, Anabasis.		
Geometry, Algebra.		Cæsar, Com- position, Sight Read- ing.	Lessons, Anabasis. Sight Reading.		
3		5	5	5	1
Geometry, Algebra.		Cicero, Com- position,	Anab. Composition.	Authors, Comp.	Topics and Lectures once a w'k during the year on the History of Music.
Geometry, Algebra.		Cicero, Com- position.	Anab. Composition.	Authors, Comp.	
Geometry, Algebra.		Cicero, Com- position. Sight Read- ing. Ovid.	Selections from Xen. Composition. Sight Reading.	Authors, Comp. Sight Read- ing during year.	
5		5	5	5	1
Solid Geometry.		Virgil, Com- position,	Iliad, Composition.	Authors, Comp.	Topics and Lectures once a w'k during the year on the History of Art.
Solid Geometry.		Virgil, Com- position.	Iliad, Composition.	Authors, Comp.	Drawing once a w'k during y'r.
Review of Arithme- tic.		Virgil, Composition. Sight Read- ing.	Review, Composi- tion. Sight Reading.	Authors, Comp. Sight Read- ing during year.	

TRUSTEES OF PUNCHARD FREE SCHOOL.

REV. GEORGE A. ANDREWS	GEORGE A. PARKER
SAMUEL H. BOUTWELL	GEORGE H. POOR
MYRON E. GUTTERSON	REV. FRANK R. SHIPMAN
REV. FREDERIC PALMER	HORACE H. TYER

ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1900 - 1901

President, REV. FREDERIC PALMER

Sec. and Treas., GEORGE H. POOR

Visiting Committee :

REV. FREDERIC PALMER

REV. GEORGE A. ANDREWS

MYRON E. GUTTERSON

Prudential Committee :

HORACE H. TYER

MYRON E. GUTTERSON

Auditing Committee :

GEORGE A. PARKER

MYRON E. GUTTERSON

TEACHERS.

FRANK O. BALDWIN, *Principal*

MARY E. HÖHN DERN, *First Assistant*

JEAN S. POND, *Assistant*

ERIC A. STARBUCK, *Assistant*

SCHOOL DEPARTMENT

COURSE OF STUDY

ANDOVER, MASS.

LANGUAGE

GRADE I.

Conversational exercises about common things of interest to the children, such as pets, toys, games. Their experiences with them.

Talks about interesting objects in nature coming under the child's observation, such as birds and flowers. He should express his ideas in complete sentences.

Names of qualities — round, large, small, long, short, rough, smooth, red, yellow, blue, green.

Names of actions — walk, run, creep, fly, sing, play, swim.

Talks about pictures. Children tell what they see in the picture.

Reproduction orally of short, simple stories of child-life, fairy tales and fables, told or read by the teacher.

Copying words and short sentences.

Memory selections.

The latter part of the year short sentences may be written from dictation.

The use of capitals at the beginning of sentences, in proper names and pronoun I.

The period at the end of a sentence and in Mr. and Mrs. The interrogation mark. The comma with yes and no.

Correcting mistakes of speech. Correct use of *a* and *an*, *is* and *are*, *was* and *were*, *has* and *have*.

The child should learn to write his own name and address neatly and correctly.

In all conversational exercises the quality of the child's voice should be carefully cultivated.

GRADE II.

Continue the conversational exercises of Grade I.

The lessons in nature, geography, and history furnish abundant material for language training.

Careful training and practice in the use of correct forms of speech, especially in all cases where the child is likely to use the incorrect form. It is not best to call too much attention to errors of speech, but rather to give the children so much practice in the use of the correct forms that they will become habitual and gradually replace the incorrect

forms. The memorizing and frequent repetition of short selections will be found very valuable in this connection.

The quality of the child's voice should receive constant attention.

The use of capitals in names of places, streets, days of week, months, and at the beginning of direct quotations. The exclamation point and quotation marks. Apostrophe in singular possessives. Period in abbreviations, Dr., Mass., St., Ave., and in current dates.

Pupils write their own addresses — name, street, number, town and state. Simple letters or notes of one paragraph, copying a form placed upon the board.

Exercises in copying and dictation.

The written reproduction of stories should be cautiously introduced.

GRADE III.

Continue and extend the oral and written work of Grades I. and II.

Narrative of personal experiences.

Descriptions of familiar objects.

Stories suggested by pictures; what pictures say.

The lessons in oral and written language should correlate as much as possible with nature study, geography, the history stories and the reading lessons.

Short poems and prose selections should be carefully memorized. The oral and written reproduction of these is an excellent drill.

Changing statements to questions.

The use of words expressing quality.

Capitals at beginning of lines of poetry, and in interjection O.

Abbreviations — A. M., P. M., names of months and days of week, No., Ans., U. S., Rev., Supt., Co. Initials.

Hyphen, apostrophe in contractions, comma with case of address.

Writing short letters correct in form, use of capitals, punctuation and spelling. This may be deferred to the latter part of the year.

Correction of all common errors of speech. See previous suggestions.

Text book — Maxwell's First Book in English, Part I.

GRADE IV.

Continue the work recommended for the previous grades, adapting the exercises to the capacity of the children.

The composition work in this grade should be almost exclusively in the form of simple narrative. Some attempt may be made at descriptive writing the latter part of the year.

The children should be taught carefully step by step how to write compositions, the pupils all engaging in the same exercise under the suggestive guidance, instruction and inspiration of the teacher, whenever a new step is to be taken.

The children should be taught to make little abstracts. The best of these may be placed upon the board for the guidance of the class.

Some instruction in paragraphing may be given this year.

Pupils should never be required to talk or write upon any subject until the teacher has assured herself that they have made the necessary preparation. One should have clear ideas and thoughts in logical arrangement before any attempt is made at expression, oral or written. He can express only what is in his mind. However trite this fact may be it is too frequently lost sight of in elementary composition work. Children are not only asked to make bricks without straw, but it is to be feared that at times even the clay is lacking, to say nothing of the ability to prepare the materials properly, or the knowledge of how they should be mixed.

No more profitable work claims the attention of the schools than that which has for its object the correct, effective, graceful use of the mother tongue, and it should occupy a prominent place in each day's programme. When properly approached English expression may also be made one of the most pleasurable and attractive of school exercises.

Practice in letter writing should be kept up throughout the year.

Drill on common synonyms and words of opposite meaning to increase the vocabulary of the child.

Drill on the correct pronunciation of words in ordinary use which are commonly mispronounced.

The correction of errors in speech. See suggestions in Grade II.

The separation of words into syllables and word division at the end of a line.

Connected words; the conjunction.

The use of the comma in series.

Abbreviation of names like *Jas.*, *Wm.*, etc.

Nouns, common and proper.

Formation of plurals. Plurals of nouns ending in *f* or *fe* and *y*.

Verbs.

Subject and predicate. Object.

Comparative forms of the adjective.

Personal and relative pronouns. Objective forms.

Text Book — Maxwell's First Book in English, Part II.

GRADE V.

Daily composition work of a character similar to that prescribed for

preceding grades. The nature lessons and those in geography and history will furnish abundant material. The lessons in reading and language should always be kept in close correlation. Every lesson, in fact, should be utilized for practice in correct oral or written expression.

All the ordinary forms of letter writing should be well taught and practiced during the year. The letters should be properly folded placed in envelopes and addressed.

Do not accept work that has been carelessly done. Strive to improve the ideals of the children by studying good models. On the other hand, the teacher should not be so severe in her criticism as to discourage. There is great danger of this. Commend whenever it is possible, especially when an earnest effort has been made. Do not attempt too many things in one lesson or series of lessons. Give attention to a few important matters and allow minor errors to pass without comment for the time being. Pupils should be encouraged to talk freely and naturally. Hypercriticism will surely check spontaneity and do harm.

Pupils should be taught how to use the dictionary. At the end of the year they should be familiar with all the diacritical marks used in Webster's Primary Dictionary.

The three kinds of sentences.

Capitals in titles of books.

Words derived from proper nouns.

Compound subjects, predicates and objects.

Words that describe or point out. The use of suitable adjectives.

Some further drill in possessive forms.

Phrases used as adjectives.

Adverbs. Phrases used as adverbs.

The use of *shall* and *will*.

The use of *lie* and *lay*; *sit* and *set*; *did* and *done*; *saw* and *seen*.

Some compound forms of the verb.

Prepositions.

Words often misused—*real* for *very*; *don't* for *doesn't*; *guess* for *think*; *has got* or *have got* to express possession; *like* for *as*; *funny* for *odd* or *strange*; *most* for *almost*.

Teachers of this grade should be familiar with the requirements of preceding grades and review the work introduced there as occasion may demand, by the use of exercises suited to the advancement of the child.

Text Book—Maxwell's First Book in English, Part III.

GRAMMAR AND COMPOSITION

GRADE VI.

Review and extend the work of the preceding grades. The suggestions made there apply in this grade as well.

Continue the exercises in dictation. Writing poems from memory will be found profitable.

Letters of friendship. Bills and receipts.

Writing outlines and abstracts of the reading lessons.

The study of poems and prose selections of superior merit included in the reading course. Reproduction of the narrative portions of these. Essays based upon them.

Keep up the use of the dictionary.

The improper use of *will* for *shall*; *can* for *may*; *expect* for *think* or *believe*; *suppose* for *presume*; *some* for *somewhat*; *only*; *lots* for *many*; *hadn't ought* for *ought not*. This list may be extended.

A few simple derivatives, roots, prefixes and suffixes.

Direct and indirect quotations.

Kinds of sentences.

The noun and its modifiers.

The verb and its modifiers.

Transitive and intransitive verbs; objects.

The analysis and diagramming of simple sentences.

Abstract nouns; their form.

Five rules for forming the plurals of nouns. Irregular plurals.

Gender.

Case.

The pronoun; its antecedent.

Personal and interrogative pronouns.

Conjunctions.

Text Book — Maxwell's Introductory Lessons in English Grammar, Lessons I—XXI.

GRADE VII.

Dictation at least twice a week. This exercise may be short and if properly managed need not occupy more than a few minutes.

Writing poems and other selections from memory, correct in every detail, is an excellent practice.

Keep up the drill on words commonly mispronounced.

Writing business letters and answers to the same. Promissory notes and checks. Letters of introduction and recommendation.

Descriptions of objects in nature.

Brief biographical sketches.

Paragraph writing. A careful study of good examples.

Narrative writing; stories true and fanciful.

Continue the study of classic English poems and prose selections, and the writing of narrative and descriptive reproductions of these.

The natural order of words in declarative and in interrogative sentences.

Introductory words.

Natural position of adjective and adverbial modifiers.

The order of emphasis; emphatic subject, predicate, object, adverbial element.

Compound subjects, predicates or objects.

Classes of adjectives. Comparison.

Prepositions; their proper use.

Adjective phrase modifiers.

The formation of adverbs; their comparison.

Adverbial phrase modifiers.

Interjections.

Predicate nouns and adjectives.

Appositives.

Classes of pronouns; declension of personal pronouns.

The active and the passive voice.

Analysis and diagramming.

Text Book — Maxwell's Introductory Lessons in English Grammar, Lessons XXII—XLII.

GRADE VIII.

Continue the study of selections from English prose and verse of a narrative or descriptive character. Reproductions and essays.

Writing descriptions — comparisons and contrasts.

Writing dialogues. Imaginative narration.

A study of the elements of unity, brevity and clearness.

Writing short articles of news for publication.

Writing formal notes, advertisements and telegrams.

Minutes or records of meetings; report of committee on constitution and by-laws; notices of proposed amendment; forms of secretary's notices.

Word building — primitive, derivative and compound words.
 Drill on synonyms.

The indicative, imperative, subjunctive and infinitive modes.
 Gerunds and participles.

The tenses of the verb.

Auxiliary verbs ; verb phrases.

Conjugation of the verb.

Common, progressive, emphatic and interrogative forms.

Regular and irregular verbs ; principal parts.

Agreement of verb with its subject.

Infinitive phrases ; uses.

Relative pronouns ; restrictive clauses.

Clause modifiers — adjective and adverbial.

Subordinate clauses — adjective, adverbial and substantive.

Complex sentences.

Rules of syntax — agreement, government, order.

Rules for capitals and punctuation.

Text Book — Maxwell's Introductory Lessons in English Grammar,
 Lessons XLIII—LXIII.

GRADE IX.

A review of the grammar topics included in the courses for Grades VI—VIII in the order presented. The topics of Grades VI and VII should be reviewed in the fall term and those of Grade VIII in the winter term.

Writing essays and stories based upon events in history.

Study specimens of good narrative and descriptive literature included in the reading course. The material for essays should be drawn from these.

Reproductions.

Essays should often consist of written accounts of personal experiences and of events that have transpired under the observation of the pupil. Descriptions of familiar objects should be written from time to time.

Some of the simple elements of style should receive attention.

Similes and metaphors ; faded and mixed metaphors.

Practice in writing reports of committees, treasurer's reports, preamble and resolutions, petitions.

Continue the drill on synonyms and words commonly mispronounced.

Text Book — Tarbell's Lessons in Language and Grammar, Book II.

HISTORY

THE STORY COURSE

GRADE I—III.

In the first three grades the work should consist almost entirely of stories read or told by the teacher. Questions should then be asked to bring out the main points, after which the children reproduce the story, first orally and then in writing. Later a brief abstract may be placed upon the board for the guidance of the pupils. In Grade III, or after the children have gained sufficient reading power, they may themselves read the stories in class, each being provided with a book, or one child reading while the rest listen.

Teachers of the first three grades should be good story-tellers. If natural aptitude is lacking, the teacher by careful self-training may acquire considerable ability of this kind. She should not neglect to do so, for when judiciously used it is an element of great power with little children.

GRADE I.

Stories of the childhood of great men and women.

The children of history.

Significance of national holidays.

The Pilgrims; the first Thanksgiving.

The story of the flag; the flag salute.

Memorizing short patriotic selections.

The children learn to sing "America."

Books to be read to the children—Chase's Boyhood of Famous Americans. Brooks' Stories of the Red children.

GRADE II.

Stories of child-life in the colonies.

How children dressed.

Their plays.

Colonial schools; the New England Primer.

Colonial children at church; the tithing man.

The two pilgrim babies.

The Pilgrims' first winter.
 Betty Alden and Lora Standish.
 Mrs. Dustin and the boy captive.
 The stories of the jack-o-lanterns and the brass kettles.
 General Gage and the Boston boys.
 Elizabeth Zane.
 Colonel Allen and his boys.
 Stories of Indian life.
 Hiawatha's childhood.
 The first Thanksgiving.

Review the story of the flag.

The flag salute.

Memorize several short patriotic selections; Lydia Maria Child's
 "Thanksgiving Day" and "America."

Poems—

"Thanksgiving Day"	. . . .	<i>Child</i>
"America"	. . . .	<i>Smith</i>
"A Song of Thanksgiving"	. . . .	<i>Sangster</i>
"Revolutionary Tea."		

Books—

The Hiawatha Primer.
 Pratt's Stories of Colonial Children.

GRADE III.

September—

The Indian people—
 Children, their dress and games.
 Women and their work.
 Hunting, fishing and fighting.
 Wigwams, boats, weapons.
 Writing, money.
 Hiawatha's childhood.

October—

The boyhood of Columbus; his voyages.

November—

The Pilgrims in Holland and America.
 The first Thanksgiving Day. Review Lydia Maria Child's
 "Thanksgiving Day."

December—

The story of Captain John Smith and Pocahontas.
 Life in Colonial times. How the boys and girls of long ago observed Christmas.

January—

Benjamin Franklin—his boyhood ; as a printer ; the story of the kite ; rules of conduct.

February—

George Washington—his boyhood ; his rules for conduct ; his home at Mount Vernon.

March—

Pioneer life in Ohio and Kentucky ; the second *Mayflower* ; block-houses and forts ; Daniel Boone.

April—

Paul Revere's ride.
 The Liberty Bell.

May—

Capt. John Paul Jones.
 Audubon and the birds.
 The slaves and how they were freed.

June—

Betsy Ross and the flag.
 The changes in our flag.
 Some of the early flags.
 The story of Francis Scott Key and "The Star Spangled Banner."

Observe the birthdays of eminent men, especially Washington's.
 National holidays—their history, significance and observance.

Books—

Wilson's A History Reader for Elementary schools.
 Bass' Stories of Pioneer Life.
 Pratt's Legends of the Red Children.
 The Hiawatha Primer.

Poems—

"The Death of Lincoln" . . . *Bryant*
 "The Ballad of Valley Forge."
 "The Star Spangled Banner." . . . *Key*

The children learn to sing "The Star Spangled Banner."

THE READING COURSE

GRADE IV—VI.

The children are now able to read the stories of history themselves. These are reproduced orally in class and form the subject of conversation, and of comment by the teacher. Finally they may furnish material for written language work.

Biography should be a prominent feature of the reading course. All events so far as possible should be associated with the lives of notable men and women. Prominence should be given to those stories which illustrate traits of character worthy of emulation such as industry, devotion to duty, integrity, self-sacrifice.

Deeds of heroism, valor and patriotism should not fail to strike responsive chords in the hearts of the children. When properly pursued no other study offers equal opportunity for character culture, the chief work of the schools.

These grades mark the transition period in elementary school work. The wisdom, or unwisdom, with which he is here taught will in large measure determine the future school life of the child. To this the instruction in history is no exception. The lives and characters of a few men should be well impressed, a few germinal facts should be thoroughly learned and a wholesome interest in the subject aroused.

It will help to a correct understanding and appreciation of the lessons of history more distant in time and place if our children give some attention to the history of Andover. A fitting time for this seems to be the fourth and fifth years. Local history, besides being of value in itself, should serve to render the child's conceptions of history in general more realistic and vivid.

In like manner a knowledge of the government of Andover and some of the principles upon which it is based will pave the way to a more correct understanding of the government of the State and of the Nation.

GRADE IV.

The following stories are recommended for this grade—

King Alfred and the cakes.

Robin Hood.

Robert Bruce and the spider.

Sir Philip Sidney and the dying soldier.

William Tell and the apple.

Cincinnatus at the plow.

Androclus and the lion.

Horatius at the bridge.
 Alexander and Bucephalus.
 Diogenes and his tub.
 Leonidas and his Spartans.
 Whittington and his cat.
 Casabianca.
 Picciola, the prison flower.

Olaf and Snorri.
 Prince Montezuma.
 Leaping Wolf, the Iroquois boy.
 The little Pueblo prince.
 Virginia Dare.
 Hans and Katrina Van Tassel.
 Franklin and his whistle.
 Putnam and the wolf.
 Washington and his hatchet.
 Daniel Boone and his grape-vine swing.
 "The Star Spangled Banner."
 Audubon and the birds.
 Goodyear, the India rubber man.
 Doctor Kane in the frozen sea.
 Horace Greeley.
 Kit Carson and the bears.

One of these thirty stories should be read, repeated in class and talked about each week after which it may furnish excellent material for written language work.

LOCAL HISTORY.

In the winter term there should be some study of the history of Andover. This study will be continued in Grade V. The following topics will serve as a guide—

The first settlements in Andover—where, when, by whom?

Where did the first settlers come from and why did they settle here?

How the early settlers lived, their homes, dress, occupations, amusements, churches, schools, means of travel, government, etc.

The Andover Indians—

Stories about them.

Indian names preserved in Andover and their significance.

Manners and customs, relics, etc.

Books to be read in school—

Baldwin's Fifty Famous Stories Retold.

Pratt's America's Story for America's Children, Volume I.
 Eggleston's Stories of Great Americans for Little Americans.

Books for home reading—

Burton's The Story of the Indians of New England.
 Tomlinson's Stories of the American Revolution.

Poems for memorizing—

"Paul Revere's Ride." *Longfellow*
 "Washington and His Hatchet."
 "The Star Spangled Banner." . . . *Key*
 "The School House Stands by the Flag." *Butterworth*

GRADE V.

FALL TERM.

Stories of the discovery and exploration of America. The following topics should be given most prominence.

September—

The Norsemen.
 Ponce de Leon and Florida.

October—

Balboa and the Pacific Ocean.
 Cortez and the Aztecs.
 Jaques Cartier and the St. Lawrence.

November—

Ferdinand de Soto and the Mississippi.
 Coronado and the Seven Cities.

December—

The Spanish monks.
 Sir Francis Drake.

Pratt's America's Story for America's Children, Volume II, is recommended for reading in school.

For home reading—

Baldwin's Stories of American Life and Adventure.
 Pratt's De Soto, Cortez, and Montezuma.

WINTER TERM

Stories of the early colonies. Pay especial attention to the following topics:

January—

The Story of St. Augustine, the oldest town in America.
How Santa Fe became a Spanish town.
The Founding of Port Royal.
Sir Walter Raleigh and the Virginia colony.

February—

How they lived in Old Virginia.
Quebec.
Dutch life in Old New York.
Bartering with the Indians.

March—

The beginnings of the Old Bay State.
The first settlers in Maryland and Connecticut.
Roger Williams.

To be read in school—

Pratt's America's Story for America's Children, Volume III.

For home reading—

Gilman's Magna Charta Stories.

SPRING TERM

Read in school—

Johonnot's Stories of Our Country, selecting the following topics
for amplification—

April—

John Eliot and the Indian Bible.
Deerfield and the St. Regis bell.
The Charter Oak.
Witchcraft.

May—

The Acadian exiles.
The pine tree shillings.
Israel Putnam.
John Paul Jones.

June—

Ethan Allen and Ticonderoga.
Arnold and Andre.
Mad Anthony and Stony Point.
Perry's Victory on Lake Erie.

For home reading—

Pratt's Stories of Massachusetts.

LOCAL HISTORY.

A portion of the fall and winter terms should be devoted to a continuation of the study of the history of Andover begun in Grade IV. The following topics will suggest the line of work.

Andover in the wars, Indian, Revolutionary, 1812, Mexican, Civil, Spanish.

Local traditions and historical events.

Changes in boundaries of Andover.

Eminent persons associated with the history of the town.

The establishment of the schools here—Phillips Academy, Theological Seminary. Abbot Academy, Punchard Free School.

Historic sites and scenes of important events in Andover.

Old houses and gravestones.

Old books, newspapers and maps.

Old records.

Old uniforms, fire-arms and war relics.

Old coins and paper money.

Old furniture and crockery.

Poems for memorizing—

"The Landing of the Pilgrims" . . . *Mrs. Hemans*

"Old Ironsides." . . . *Holmes*

"The Blue and the Gray." . . *Finch*

"My Country." . . . *Montgomery*

For Reference—"Historic Andover." . *Annie Sawyer Downs*

GRADE VI.

The basis of the reading for this year is found in "A First Book in American History" by Edward Eggleston, and the topics suggested by it are distributed by months in the manner given below. They should be supplemented by as much collateral reading as time and the books at hand will permit.

September—

Columbus and the Cabots.

October—

John^cSmith and Pocahontas.

November—

Henry Hudson and Myles Standish.

December—

William Penn, King Philip and Captain Church.

January—

Nathaniel Bacon and Benjamin Franklin.

February—

George Washington.

March—

Thomas Jefferson, Daniel Boone and Robert Fulton.

April—

William Henry Harrison and Andrew Jackson.

May—

Abraham Lincoln and the Civil War.

June—

The Spanish war.

How the United States became larger.

Books for additional reading at school—

Pratt's America's Story for America's Children, Volumes IV and V.

SUPPLEMENTARY READING FOR HOME AND SCHOOL.

Fall Term—

Guerber's The Story of the Greeks.

Winter Term—

Starr's American Indians.

Spring Term—

Brooks' Stories of the Old Bay State.

Additional books for home reading—

Dawes' Colonial Massachusetts.

Poems—

"Hiawatha" *Longfellow*

"The Bivouac of the Dead."

To be memorized—

"Battle Hymn of the Republic." . . . *Howe*

"The Star Spangled Banner." . . . *Key*

Songs—

"The Sword of Bunker Hill." . . . *Wallace*

"The Star Spangled Banner." . . . *Key*

"The Battle Cry of Freedom." . . . *Root*

THE STUDY COURSE.

GRADES VII—IX.

In these grades the children first take up the consecutive study of the narrative history of the United States.

The "open text book recitation" is recommended for occasional use, especially in the early part of the course. The pupils with books before them and the privilege to refer to them at will, reply to off-hand questions from the teacher. "It is an exercise likely to train pupils to swift and discriminating use of books, and to keep fresh in their minds the conception that the history of the United States is one thing, and not a succession of detached episodes."

A topic list should be placed on the board for each lesson. This should be copied by the class in their note books. At the time the lesson is assigned the teacher should go over this topic list with the pupils, that they may have a clear understanding of its scope and intent. At the same time the pages for parallel reading should be designated.

Pupils should keep note books in which are recorded, besides the topic lists above referred to, all drill lists such as important dates, names and places, brief statements of facts, etc. These should be carefully chosen by the teacher, written upon the board and copied by the pupils. They should form the subject of frequent review and in some cases should be memorized.

"No improved method of teaching can do away with the necessity of memorizing certain data; but here, as elsewhere, there must be caution to select essential things. What the pupil most needs is a list of important events, in their logical connection; the names of a few of the great characters with determining dates; and parts of the phraseology of some of the constitutional documents. A ready use of this material, out of its connection, should be required and enforced at every opportunity, so that it may be firmly fixed in memory as a permanent acquirement. It should be the multiplication table of history, always at the tongue's end. Beyond epoch-making dates pupils should remember whatever adheres naturally to the events, but drill should be given to fixing a few dates in the mind rather than to suggesting so many that they will have no life or meaning."—Prof. Edward Channing, of Harvard.

Maps should be made illustrating certain phases of history such as routes of explorers, settlements, distribution of Indian tribes and of the white population, territorial claims, territorial growth, free and slave territory, military campaigns, etc.

This branch correlates readily with other studies, especially geography and literature, and the teacher should be ever on the alert to point out such relationships and to cultivate in her pupils the power of doing so.

The general books of reference of most value to teachers of these grades are :

Wilson's Compendium of United States History and Literature.

Davidson's Reference History of the United States.

Channing and Hart's Guide to American History.

GRADE VII.

The aim in this year's study is to give the child a connected view of the whole field of United States history, by brightening up his memory of the people and events that have formed the subjects of story and reading in preceding grades, extending his knowledge of the more important of these, and giving them their proper setting in time and place. Heretofore the teacher has sketched in a bold hand the outlines of the subject, working in details with more regard to the interest they were calculated to arouse in young children than to their real importance, and all this with little regard for logical sequence or the relation of individual facts to the subject as a whole. The following topics are arranged by months to keep each group in proper time adjustment to the whole year's work.

September—

The quest for a passage to India and the East.

The American aborigines.

Columbus and his voyages.

Other early explorers.

October—

England and America.

The first English colony ; Captain John Smith.

The Pilgrims and Puritans.

Early New York.

William Penn.

November—

Lord Baltimore.

The Southern settlements ; Oglethorpe ; St. Augustine.

Life in the colonies.

The English and French in the struggle for the possession of America.

The Indian tribes.

December —

Benjamin Franklin.
England's treatment of her colonies.
Causes of discontent.
The Boston Tea Party.
Lexington and Concord.

January —

The battle of Bunker Hill.
The Declaration of Independence.
The war for independence, the main points only.
Heroes among the plain people—soldiers at Valley Forge ; Lydia
Darrah ; Nathan Hale.
Heroes among the leaders.

February —

George Washington.
The weakness of the national government under the Articles of
Confederation.
The new form of government and its elements of strength.
England and France cause the new nation trouble.
The war.
The growth of the country.
The conflicting interests of North and South ; cotton ; slavery.

March —

Emigration from Europe and the settlement of the West.
Free states and slave.
The war with Mexico.
Oregon ; Marcus Whitman.
The discovery of gold.
The contest about slavery.

April —

Secession.
The war for the Union.
Healing up the wounds of the war.

May and June —

A study of the general features of our national government.
Use for this purpose chapters 69-74 of Scudder's Short
History of the United States and chapters 22-25 of Dole's
Young Citizen.

SUPPLEMENTARY READING COURSE.

Fall Term —

Guerber's Story of the Romans.

Winter Term —

Johonnot's Ten Great Events of History.

Dole's The Young Citizen.

Spring Term —

Andrews' Ten Boys.

Dole's The Young Citizen.

Biography—

The pupils should read brief biographies, study and discuss the character and then write short sketches of the following men, taking them up in the order given, one each month :
William Penn, Paul Jones, Patrick Henry, Benjamin Franklin, Robert Morris, John Marshall, Aaron Burr, William Henry Harrison, John C. Fremont.

Text Book—

Scudder's A Short History of the United States.

Books for Parallel Study and Reading—

Guerber's Story of the Thirteen Colonies.

Guerber's Story of the Great Republic.

For Reading at Home and School—

Hawthorne's Grandfather's Chair.

Longfellow's The Courtship of Miles Standish.

Cooper's The Last of the Mohicans.

Stowe's Uncle Tom's Cabin.

Poems—

"Casabianca."	.	.	.	.	.	<i>Mrs. Hemans</i>
"Paul Revere's Ride."	.	.	.	.	.	<i>Longfellow</i>
"Song of Marion's Men."	.	.	.	.	.	<i>Bryant</i>
"Centennial Hymn."	.	.	.	.	.	<i>Whittier</i>
"Barbara Frietchie."	.	.	.	.	.	<i>Whittier</i>

For Memorizing—

"Marmion and Douglass."	.	.	.	.	<i>Scott</i>
"Sheridan's Ride."	.	.	.	.	<i>Read</i>
"Gettysburg Address."	.	.	.	.	<i>Lincoln</i>

Songs—

"Marching Through Georgia."	.	.	.	<i>Work</i>
"The Vacant Chair."	.	.	.	<i>Washburn</i>
"Tenting on the Old Camp Ground."	.	.	.	<i>Kittredge</i>

GRADE VIII.

American history to the close of the War of 1812.

The aim is to give the pupil a clear and connected view of the events

worth knowing and remembering in the history of our country from the earliest settlements to the close of the "Second War of Independence." Of course much of this work has been done in the preceding grades, and it now remains to enforce the unity of history and to study events in their logical sequence.

It is recommended that something be done in this grade to widen the view of the child by acquainting him with such portions of contemporary European history as have a bearing upon events in America. This can be best done by his reading at home or at school such books as Guerber's *The Story of the English* and Warren's *Stories from English History*.

The following assignment of topics by terms will indicate the character and scope of the work to be accomplished.

Fall Term —

The Discovery and Settlement of North America.

The Northmen.

The voyages of Columbus.

Ponce de Leon, Balboa and Magellan.

The conquests of Mexico and Peru.

The discovery of the Mississippi.

The natives of North America.

Cartier and Champlain.

The French and the Indians.

The exploration of the Great West; Joliet, Marquette and La Salle.

The Dutch people; their great trading companies.

Henry Hudson's voyages.

Patroons. Peter Stuyvesant.

The voyages of the Cabots.

Sir Walter Raleigh.

The Jamestown settlement; John Smith.

The Separatists in England and Holland, and the Plymouth settlement; Miles Standish.

The Puritans and the beginnings of Massachusetts; John Winthrop.

The settlement of Connecticut; Roger Williams.

The settlers and the Indians; Pequot war; John Eliot.

Affairs in England; Oliver Cromwell.

The Navigation Acts.

The conflict between the English and Dutch in America.

King Philip's war.

The loss of the charters.
 The Quakers; William Penn and the settlement of Pennsylvania.
 The Founding of Maryland.
 The Virginia colony; the character of the settlers; industries; Bacon's rebellion.
 James Oglethorpe and the Georgia settlement.
 The struggle between the English and the French for the possession of North America.
 The Ohio company.
 The French and Indian war; Braddock's defeat; the expulsion of the Acadians.
 The Seven Year's war in Europe; William Pitt.
 The capture of Quebec.
 Pontiac's war.
 Sir William Johnson.

Winter Term —

A general survey of the colonies at the close of the French and Indian war—

The character of the people.

Industries.

Social life.

Dwellings, dress.

Churches and schools.

Local government.

The Huguenots.

Benjamin Franklin.

Early attempts at union.

Parties in England.

The restriction of manufactures in the colonies by England.

Writs of Assistance.

Taxation by Parliament; the Stamp Act and its result in England and America.

William Pitt, Patrick Henry, James Otis.

The quartering of troops; the Boston Massacre.

The tax on tea; the Boston Port Bill; Samuel Adams.

The First Continental Congress.

The first armed resistance; Lexington, Concord, Bunker Hill.

Washington; the Siege of Boston. Israel Putnam.

The Declaration of Independence; John Hancock.

The Articles of Confederation.

The battle of Long Island; Trenton, the Hessians. Nathan Hale.

The campaign in the north; Ticonderoga, Saratoga.
The alliance with France.
Anthony Wayne.
John Paul Jones.
Arnold's treachery.
The campaign in the South; Nathaniel Greene.
Yorktown.
The treaty of peace.

Spring Term—

The Northwest Territory and the Ordinance of 1787.
The weakness of the Confederation; Shay's Rebellion.
The constitutional convention.
Washington's administration.
 Cabinet.
 The Supreme Court; John Marshall.
 The public debt; Alexander Hamilton.
 The United States bank.
 The Federalists and Anti-Federalists.
 The first census.
 The invention of the cotton gin; the raising and manufacture of cotton.
 The emigration to Ohio and the settlements beyond the Alleghanies; pioneer life; Daniel Boone.
 The French Revolution.
 The war between England and France. Jay's Treaty.
 The Whisky Rebellion.
John Adam's administration.
 The X Y Z mission.
 The Alien and Sedition Acts.
 The Virginia and the Kentucky Resolutions.
 The change in the location of the capital.
Jefferson's administration.
 The purchase of Louisiana.
 The Louis and Clarke expedition.
 Aaron Burr.
 The war with Tripoli.
 The influence of the European war on American commerce.
 The Embargo and Non-Intercourse Acts.
 The Berlin Decree.
 Robert Fulton.
Madison's administration.
 Tecumseh; Tippecanoe.
 The seizure of American vessels and seamen.

The War of 1812.

The plan of campaign.

Naval victories—The frigate Constitution, Perry's victory on Lake Erie.

The Spaniards and Creeks; Andrew Jackson.

Lundy's Lane.

The burning of Washington.

The battle of New Orleans.

The treaty of Ghent.

Text Book—

Scudder's New History of the United States, pp. 1 - 258.

Reference Books—

Sheldon-Barnes' Studies in American History.

Fiske's Critical Period of American History.

Books to be read at Home or at School—

Hazard and Dutton's Indians and Pioneers.

Dutton's The Colonies.

Governor Hutchinson's King Philip's War and Witchcraft in New England.

Parton's Colonial Pioneers.

Governor Bradford's History of Plymouth Plantation (Abridged edition.)

The Autobiography of Benjamin Franklin.

Coffin's Old Times in the Colonies.

Fiske's War of Independence.

Coffin's Boys of '76.

Scudder's George Washington.

Hale's A Man Without a Country.

Austen's Standish of Standish.

Cooper's The Spy.

Poems—

"Evangeline." *Longfellow*"The Pilgrim Fathers." *O'Reilly*

"Grandmother's Story of Bunker Hill Battle."

Holmes"Lays of Ancient Rome." . . . *Macaulay*

To be Memorized—

The Declaration of Independence, the first two and the last paragraph.

Washington's Farewell Address, the sixth and the last two paragraphs.

"Concord Hymn."	. . . . .	<i>Emerson</i>
"Love of Country."	. . . . .	<i>Scott</i>
"The Ship of State."	. . . . .	<i>Longfellow</i>

GRADE IX.

THE CONSTITUTIONAL PERIOD

Aim at a clear understanding of some of the more important facts of our history, especially those which have influenced our national life and growth. Facts of minor importance should be taught only as they relate to these larger facts.

Pupils of this grade are able to understand something of the logic of events, and lessons upon our country's past should be presented in such a way as will best prepare the boys and girls of today for the duties of enlightened citizenship in the future.

The life of the people at different periods should claim a large measure of attention.

Trace the development of our industries and the growth of our institutions, and the progress made in science, literature and art.

Study the lives of some of the men who have taken leading parts in the constructive work of our nation. The following are recommended: Alexander Hamilton, Thomas Jefferson, John C. Calhoun, Andrew Jackson, Daniel Webster, Henry Clay, Salmon P. Chase, Abraham Lincoln, Ulysses S. Grant.

The contemporary history of England and France, especially when it influenced events in America, is studied.

Some study of the text of the Constitution of the United States, its main provisions, and their practical operation in the government of the country. No attempt should be made to discuss the more abstruse constitutional questions. These should be deferred until the pupils' minds become sufficiently mature to grapple with them.

The following topics are suggestive in a broad way of the spirit in which the narrative part of this year's work is to be done:—

The condition of the country in 1789.

The rise of parties.

The struggle for neutrality; "free trade and sailor's rights."

Progress during our first quarter century as a nation.

The settlement of our boundaries.

The development of the West.

New highways of trade and commerce.

The Jacksonian era of politics.
 Expansion of slave territory.
 Progress during the two decades prior to the Civil War.
 The war for the Union.
 Reconstruction of the South.
 The new West and Northwest.
 Financial history from the close of the Civil War to the resumption of specie payments.
 The South and the negro.

Selections for Memorizing—

From the Constitution :

The preamble.

The powers of Congress, Art. I, Sec. 8.

The president's oath of office.

Amendments XIII, XIV and XV, Section 1 of each.

Webster's First Bunker Hill Monument Oration, the last paragraph.

Lincoln's Second Inaugural, commencing "Fondly do we hope," and continuing to the end.

Drake's "American Flag."

Text Books—

McMaster's School History of the United States, pp. 155-476.

Dole's The American Citizen.

Reference Books—

Sheldon-Barnes' Studies in American History.

Johnston's American Politics.

The American Statesmen Series—Hamilton, Jefferson, Madison, Jackson, Calhoun, Webster, Lincoln.

Higginson and Channing's English History for Americans.

Fiske's Civil Government of the United States.

Andrews' Manual of the Constitution.

Books for School and Home Reading—

Fiske's Critical Period of American History.

Coffin's Building of the Nation.

Quincy's Figures of the Past.

Elson's Side-Lights of American History.

Coffin's Drum-Beat of the Nation.

Webster's First Bunker Hill Monument Oration.

Lowell's essay, Abraham Lincoln.

Blaisdell's Stories of the Civil War.

Burton's Four American Patriots.

Baldwin's Four Great Americans.

Mowry's American Inventions and Inventors.

Teachers' Desk Books—

Wilson's Compendium of United States History and Literature.

Davidson's Reference History of the United States.

Channing and Hart's Guide to American History.

NUMBERS

GRADE I.

Addition and subtraction with results to 10. Taught objectively at first, and orally, then after the children have learned to form the figures, the pencil and paper may be employed. Concrete numbers should be used almost exclusively at first.

Counting from 1 to 100.

A great variety of exercises in counting and measuring.

Inch, foot, yard, pint, quart, peck, cent, nickel, dime taught objectively.

Toy money used in buying and selling.

Fractional parts $\frac{1}{2}$ and $\frac{1}{4}$ taught objectively.

To recognize angle, right angle, square, oblong, triangle. To recognize the square inch as a unit for the measurement of surfaces.

To determine the number of square inches in squares and oblongs, by observation—covering the larger forms with pasteboard squares and counting the number used.

Signs $+$, $-$, $=$

Terms taught: large, small, wide, narrow, long, short, tall, high, low, with their comparatives and superlatives. Incidentally length, breadth, height, width, parallel, vertical, horizontal, perpendicular.

GRADE II.

Adding and subtracting with results to 30.

Fractional parts, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{9}$.

Add and subtract fractions of the same denominator. Operations of the simplest kind, first illustrated with objects.

To recognize the cubic inch as a unit for the measurement of solids.

Teach circle, diagonal, cube, sphere, hemisphere: dozen, bushel, ounce, pound; dollar, coins to \$1.00. Names of days, months and seasons. Number of days in a week and of months in a year.

Time by the clock in hours, half hours and quarter hours.

Number of days in current month.

Roman numerals to XXX.

Reducing halves to fourths and the reverse, and simple operations of this kind with other fractions.

Comparison of the denominate numbers learned, first objectively and then inagng the objects. Construction and measurements.

Read, write and use the ordinals to tenths.

Writing dollars and cents. Buying and selling, using toy money.

Rhythmic counting.

GRADE III.

Extend the work of Grades I. and II.

Addition and subtraction using numbers of three figures. In subtraction, borrow but once in the same problem.

Adding columns and rhythmic counting.

Multiplication and division with results to 72.

Very easy problems in adding and subtracting fractions of different denominators.

Changing integers and mixed numbers to fractions, and the reverse.

The decimal point in U. S. money. Addition and subtraction of federal money.

Quire and ream; rod and mile; second and minute.

Use the half inch and quarter inch in measuring.

Surface and contents of prisms, cubical measurements.

Read and write numbers to 1000, and Roman numerals to C.

Per cents. of numbers, 25 per cent., 50 per cent., $33\frac{1}{3}$ per cent., 75 per cent., $66\frac{2}{3}$ per cent. Their fractional equivalents.

Time by the clock in multiples of five minutes.

Use problems of one operation only.

Do not attempt to teach the reasons for processes.

Text Book — Walsh's Elementary Arithmetic, Chapters I. and II.

GRADE IV.

Continue practice in all operations of Grades I. — III., employing more difficult problems and larger numbers.

Complete the multiplication and division tables to 144.

Subtraction, borrowing twice in succession.

Multiplication, using (1) a multiplier of two or more figures; (2) a multiplier of two or more successive ciphers, as 2007.

Long division, using easy divisors of two figures.

Addition and subtraction of common fractions, the least common measure of whose denominators may be easily found by inspection.

Fractional parts of integers. Fractions multiplied by integers.

Addition and subtraction of decimals. Decimals multiplied and divided by integers.

Complete all the tables of denominate numbers in common use.

Reductions of denominate numbers.

Measurements of rectangular areas and the surfaces of right prisms.

Roman numerals to M. Read and write integers to 1,000,000, and decimals to three orders.

Use many concrete problems, and as far as possible within the experience of the child. There should be much quick, tense oral work to cultivate the eye and ear of the children and to train them to habits of attention.

The rapid adding of columns of figures and rhythmic counting will be found of much value.

Text Book — Walsh's Elementary Arithmetic, Chapters III. and IV.

ARITHMETIC

GRADE V.

Continue the work of preceding grades, using larger numbers and more complex operations.

Addition, subtraction and multiplication of mixed numbers.

Long division, using divisors of two or more figures.

Multiplication and division of federal money. Fractional parts of a dollar.

Fractional parts of numbers.

Bills and receipts.

Factors and multiples. Prime and composite numbers.

The greatest common divisor and least common multiple, by inspection, using small numbers only.

Addition and subtraction of denominate numbers.

Easy operations in percentage. The fractional equivalents of per cents.

Notation and numeration of integers to 1,000,000,000 and of decimals to four orders.

Easy problems of two operations may be introduced. Teach the processes, but do not require the pupil to give reasons for same unless they come easily and naturally.

Difficult problems should be avoided. Accuracy and rapidity should be the constant aim. At least one-half the recitation period should be devoted to oral or so-called mental problems.

Text Book — Walsh's Elementary Arithmetic, Chapter V.

GRADE VI.

Continue the work of preceding grades. Processes previously studied should be continually reviewed by the assignment of exercises suited to the greater maturity of the pupils. The rationale of such processes may now be gradually developed.

Interest for years, months and days.

Time between dates.

Square measure. Land measurement. Problems in computing the cost of carpeting, painting, papering, etc.

Angles and triangles. Areas of right triangles.

Cubic measure. Finding the contents of bins, boxes, rooms, etc. Wood measure.

Multiplication and division of denominate numbers.

Text Book — Walsh's Intermediate Arithmetic, Chapters VI. and VII.

GRADE VII.

Further practice in all processes introduced in previous grades.

The recitation should be given to oral drill-work and to teaching.

Nothing short of absolute accuracy should be acceptable in the seat work. If necessary, lessen the amount of work until pupils can get results that are accurate. It is well to remember that inaccuracy is often due to the inability of the child to understand the language of the arithmetic. Every problem should first be solved mentally, before there is any attempt to perform the example with pencil and paper. If an explanation of the process is desired it should come before the solution, not after. The child should early form the habit of stating the example and then looking at it until he knows it is correct. If he cannot solve a given problem do not explain, but rather give an easier problem that will suggest or lead up to the proper solution.

Use fractions of small denominators only.

There should be much practice in footing money columns and in adding columns of figures accurately and rapidly.

A little lively oral work should be given daily in number combinations.

The importance of the decimal point should be constantly impressed.

Employ cancellation whenever opportunity offers.

The multiplication table should be learned to 20×20 .

NEW PROCESSES.

Percentage, to find the base or the rate when the other two factors are given.

Profit and loss.

Commercial discount, in its simplest features.

The writing of interest-bearing notes and the computation of exact interest on the same.

To find the principal or the rate when other factors are given.

Bank discount, to find the proceeds of non-interest-bearing notes.

Areas of the oblique triangle, rhombus, rhomboid, trapezoid and trapezium.

The application of cubic measure to lumber and masonry.

The multiplication or division of one decimal by another.

The keeping of accounts, cash and personal.

Ruling a journal and manner of making journal entries.

Text Book —

Walsh's Intermediate Arithmetic, Chapters VIII and IX.

GRADE VIII.

Extend and develop the processes and principles introduced in the work of preceding grades.

Endeavor constantly to improve the ideals of the children in the matter of accuracy.

Problems should so far as possible be of practical, everyday application, and should conform to the methods of present day business transactions.

A few minutes should be given daily to practice in rapid combinations.

Exercises in forecasting results should be introduced quite frequently.

Insist upon well-formed, legible figures and neat manual work.

Written problems should often be used for sight solution, by substituting numbers so small that they may be handled by the pupil without a pencil.

NEW PROCESSES.

Easy algebraic methods of solution involving one unknown quantity.

Discount of interest-bearing notes.

Interest by aliquot parts.

Simple interest, to find the time when the other factors are given.

Short methods of multiplication and division.

Compound interest.

Partial payments, merchants' rule, introducing problems of not more than two installments.

Domestic sight exchange.

The contents of rectangular bins and cisterns in bushels and gallons.

Land measurement.

Postal money orders.

Ruling and use of the ledger.

Form and use of the day-book. Posting.

Comparison of the ledger accounts of two persons doing business with each other.

Closing ledger accounts.

Text Book —

Walsh's Higher Arithmetic, Chapters XI and XII.

MATHEMATICS

GRADE IX.

Fall Term —

Review all the processes heretofore introduced.

Continue exercises in rapid and accurate addition of columns.

Teach useful short methods.

Algebraic processes should be employed whenever it can be done to advantage.

NEW PROCESSES AND TOPICS.

The different kinds of paper money.

How to deposit and draw money from a bank.

Principles connected with commercial paper, negotiability, liability of indorsers, etc.

Postal rates on the ordinary forms of mail matter. Postal regulations of most general interest.

The use of interest tables.

To find the face of a note at bank discount, the other factors being known.

Square root. Its applications.

The measurement of the circle.

The surfaces of prisms, cylinders and cones.

The volumes of prisms, cylinders and cones.

Annual interest.

English money.

The metric system, the principal denominations.

Text Book —

Walsh's Higher Arithmetic, Chapters XIII and XIV.

Winter Term —

Inventional and constructive geometry.

Text Books —

Noetling's Elements of Constructive Geometry.

Wentworth and Hill's First Steps in Geometry.

Spring Term —

Inventional and constructive geometry, using the same texts as above, or

Single and double entry book-keeping by actual business methods

Text Book —

Rowe's Commercial and Industrial Book-keeping.

GEOGRAPHY

GRADE I.

Relative position of objects, as above, below, to the right, left, before, behind, between, etc.

Direction—north, south, east, west.

Measuring distances in inches, feet and yards. Estimating short distances in school-room. Areas in square inches.

Surface—rough, smooth, hilly, level, even, uneven.

Hill, plain, valley, spring, brook, river, pond, cape, island. The children are led to observe these and they are made the subject of conversation by them and of talks by the teacher. Pictures will add to the interest. The sand-table should be used.

Rain, snow, ice, fog, clouds, the rising and the setting sun.

Weather—sunny, cloudy, stormy, wet, dry, cold, warm.

Some of the effects of heat and cold.

Lessons on the seasons.

GRADE II.

Continue the lessons of the previous grade.

The semi-cardinal points of the compass. Direction upon plans and maps.

Rod and mile taught. Estimating distances in these.

Hill range; base, slope, summit, cliff; forest, swamp; banks, bed, current, branch; waterfall. See suggestions for teaching like concepts in Grade I.

Difference between picture and map or plan. Make plan of school room.

Common productions of Andover. Lessons upon these.

Local occupations of the people. Talks by the teacher and conversations with the children about farming, manufactures, commerce, trade, etc., as exemplified in the town and within the range of the children's observation.

Domestic animals—their care and uses.

Lessons on the seasons. The effects of light, heat, moisture. The keeping of simple weather records by the children is recommended.

GRADE III.

The work of Grades I. and II. continued and extended.

Map of school-ground drawn to scale.

Draw map of Andover, its boundaries and districts. Locate its principal hills, plains, streams and ponds; its principal wagon roads, its railroads and villages, and its principal public buildings.

Lessons on the air. Moisture in the air, clouds, rain; influence of the sun upon the air, winds.

Study of shadows cast by the sun at different hours of the day and at different seasons of the year.

Uses of the compass.

Slopes and divides.

The work of streams, wearing and carrying.

Soil—sandy, clayey, fertile, sterile.

Plants and animals of the highland. Of the lowland.

Food, clothing and shelter of animals with which the children are familiar. Stories and pictures of some interesting animals of other lands, especially showing how they adapt themselves to their habitat.

Races and nationalities represented in the population of Andover. Stories and pictures of some of the peoples of other lands of most interest to children, their food, clothing, shelter, occupations and manner of life.

Text Books—Payne's Geographical Nature Studies. Shaw's Big People and Little People of Other Lands.

GRADE IV.

Continue and extend the work of the previous grades.

The formation of soil by rock decay.

The kinds and uses of soil.

Hills and slopes.

Mountains and mountain ranges.

Valleys, their formation. Divides.

Rivers, their work and their uses to man.

Ponds and lakes, their formation and uses.

The ocean. Uses to man. Ocean navigation.

The air. Winds, how produced. Vapor in the air; effects; various forms due to condensation.

Industry and commerce.

Forms of government

THE EARTH AS A WHOLE.

Its form, size and motions briefly stated and illustrated. Much use should be made of the globe. Pictures of the globe with the land in relief will aid greatly in getting correct impressions.

The significance of map symbols systematically and carefully taught. Axis, poles, equator, hemispheres.

The phenomena of day and night.

The large land and water divisions taught in bold outline, just enough to form a framework for future study, and to give the children a correct idea of the relation of their own country, state and town to the earth as a whole. The names, size, points of similarity and difference.

Some of the more interesting facts of population, fauna and flora, and of the physical features of the earth taught by the aid of models, pictures and story. This work should be made the means of training the imagination of the child, by using the facts which have come under his observation at home as a basis for the correct imaging of these newer, larger, more distant facts.

A brief outline study of the United States, just sufficient to establish the pupils' space relations and to further develop their imaginative faculties; its boundaries, size and population; from three to six of its most important bays, capes, mountain ranges, peaks, plains, rivers, lakes, cities and railroads, named, located and taught. These are not to be treated as mere abstractions but as concrete types, and an interest should be aroused in them through the use of pictures, stories, books of travel and the like. Neither are they to be studied as passive features merely, but rather as active agencies, or as the results of active agents at work in past or present time.

The geography of Massachusetts studied in a similar manner, briefly, making free use of the map.

Review of the map of Andover.

Text Books—Tarr & McMurry's Home Geography, Part I. Frye's Primary Geography.

Books to be read—Frye's Brooks and Brook Basins. Kings's Picturesque Geographical Reader, Book I. Andrews' Seven Little Sisters.

GRADE V.

THE EARTH AS A WHOLE.

Studied more fully than in Grade IV.

The world ridge.

Highlands—Andes, Rocky Mountains, Tibet and Abyssinia.

Slopes from world ridge.

Great plains of North America and Eurasia.

The continents and oceans.

The bottom of the sea.

Coral islands.

The sun's heat and the change of seasons.

The belts of heat.

Trade winds.

The Gulf Stream and the Japan Current.

The races of men ; their homes, dwellings, clothing, food, occupations, manner of life and personal traits.

The plant belts ; hot, warm, cool and cold.

The distribution of the leading types of animal life. Conditions which influence their distribution.

AN OUTLINE OF THE CONTINENTS.

Relative position.

General form, projections of land and water, principal continental islands.

Extent and area.

Highlands, slopes, plains, river basins, lowlands.

The hot and the cold areas.

Rainfall.

Distribution of plants and animals.

Leading facts of population.

Such great features as the Amazon and its Selvas, the desert of Sahara, the Tundras, the Alps, the Suez Canal, the Nile, etc., should receive special attention.

Order of study—North America, South America, Europe, Asia, Africa, Australia.

The maps of North America and South America should be modeled and drawn.

THE UNITED STATES.

A general view fixing the outlines and the principal physical features.

Outline maps should be drawn and relief models made.

The more interesting facts in the life of the people.

Plants and animals, climate, productions, industries, great routes of travel, commerce, centres of population, government.

Maps showing the great areas of mineral, plant and animal production should be drawn and studied.

Minor and uninteresting details should be carefully avoided, and little reference should be made to individual states. Rather seize upon typical and prominent objects of interest and treat them with sufficient fullness to create clear and vivid concepts in the minds of the children.

Text Book—Frye's Elements of Geography.

Books to be read—King's Geographical Readers, Book II, Pages 1-139. Andrews' Each and All.

GRADE VI.

A study, somewhat in detail, of interesting countries, omitting for a later period the great world nations, and choosing the peoples presenting characteristics that appeal strongly to children of this age. These are to be studied in their relation to our own country and the resemblances and differences noted. It is not expected that the study of these countries will be exhaustive. The plan is to choose the more interesting and the more important facts and features of each and to dwell upon them long enough to create clear and vivid impressions.

The topics and methods suggested for Grades IV and V apply as well to the work of this grade.

The following countries and peoples should be studied, and essentially in the order given :

- | | |
|---------------------|-----------------|
| 1. Alaska | 14. Egypt |
| 2. Canada | 15. Arabs |
| 3. Mexico | 16. Palestine |
| 4. Cuba | 17. Persia |
| 5. Porto Rico | 18. India |
| 6. Brazil | 19. Tibet |
| 7. Chili | 20. Burmah |
| 8. Norway | 21. Siam |
| 9. Sweden | 22. Chinese |
| 10. Finns and Lapps | 23. Philippines |
| 11. Holland | 24. Japan |
| 12. Switzerland | 25. Corea |
| 13. Turkey | 26. Hawaii |

Text Book—Frye's Elements of Geography. King's Geographical Readers, Book II, Pages 140-303. The World and its People, Book IV. Starr's Strange Peoples. Carroll's Around the World, Second Book.

GRADE VII.

A STUDY OF THE CONTINENTS.

Pursue the following order: North America, South America, Europe Asia, Africa, Australia.

Comparative size.

Latitude and longitude of a few important points of each, to fix the relative position of the continents upon the earth.

Describing, locating and naming the chief land and water divisions, constituting the coast outlines.

The development and changes in shore lines under the action of the waves.

The world ridge.

The great mountain ranges and plateaus.

Slopes and valleys.

The extensive low plains.

River systems.

The wasting of the land surfaces.

The agencies producing rock decay and land waste—winds, rain, floods, freezing, chemical action, cultivation.

The transportation of the waste to the sea.

Its deposition on marginal sea bottoms. Deltas.

The changes of river action during the process of land denudation.

The relations of lakes, waterfalls, divides, floodplains and deltas to the stages of river development.

The interruptions of shore action and denudation by elevation and depression.

Some account of the great ocean currents and their influence upon climate.

The winds of wide extent, periodical and constant, studied rather as existing facts and in their relation to climate and navigation.

The motions of the earth and the resulting change of seasons and variation in the length of day and night. The zones. The isotherms and heat belts.

The distribution of moisture; the rainless and desert areas and the regions of excessive rainfall.

The distribution of plant and animal life in their relation to land and water, altitude and climatic conditions. The habitat of typical plants and animals.

A comprehensive view of the leading productions and industries of the earth. Articles of commerce.

Great routes of travel.

Centers of population.

The races of men and their distribution.

Languages.

Forms of government.

National territory.

THE UNITED STATES.

A general study of the United States, closing the year with a somewhat more detailed consideration of New England.

Text Book—Frye's Complete Geography.

Books to be read—King's Geographical Readers, Third and Fourth Books.

Carroll's Around the World, Book III.

Tarr & McMurry's Europe and the Other Continents.
Carpenter's Asia and South America.

GRADE VIII.

A DETAILED STUDY OF TWELVE IMPORTANT COUNTRIES.

Observe the following order —

Fall Term —

England, Germany, Austria, France.

Winter Term —

Spain, Italy, Turkey, Greece, Russia.

Spring Term —

Japan, China, Mexico.

Some of the more important physical features studied in Grade VIII should be reviewed in this, especially when they are connected with the country under consideration.

The study should be as far as possible comparative. Resemblances and contrasts should be noted between the different countries studied this year whenever opportunity offers.

Comparisons should be also continually instituted between the several countries and our home country. Their industrial, commercial, social and political relations to the United States should likewise be traced.

The plan of making studies of types and special features, and of avoiding disconnected and abstract detail should be adhered to. The suggestions for other grades, and especially the outline given for Grade IX, will be found helpful. The following topics will still further indicate the scope of study—

The general physical features of the country especially in so far as they influence the life of the people.

The people; race, language, general characteristics.

Productions and industries.

Natural objects of beauty and interest.

Form of government.

Colonial and insular possessions.

Great cities.

Noted buildings, public works, ruins, etc.

Places and objects of historical and literary interest.

Some account of a few noted men and great events that have distinguished the country.

The keeping of weather records is suggested as a valuable feature of this year's work. Daily observations should be made with the thermometer, wind vane, rain gauge and barometer, if possible.

The study of weather maps should be commenced ; isotherms, isobars, low and high pressure areas, cloudy and rainy areas.

Text Book —

Frye's Complete Geography.

Supplementary Reading —

Carpenter's Europe and Asia.

The World and Its People, Books V and VII.

Ballou's Footprints of Travel.

King's Geographical Reader, Book VI.

Desk Books —

Frye's Teachers' Manual.

Trotter's Lessons in the New Geography.

King's Methods and Aids in Geography.

GRADE IX.

A comparative study of the geography of the United States, with especial reference to its industrial, commercial and political features. The work is to be carried on in the same general spirit as that heretofore outlined. Disconnected detail is to be avoided, and type studies are to be pursued as fully as the means at the command of the teacher and the time of the pupils will permit.

The cotton, corn and wheat belts ; the culture, transportation and marketing of these staples.

The sugar and tobacco areas ; sugar and tobacco culture.

The coal, iron and copper areas ; the mining of these metals.

The principal sources of silver, gold and lead supply.

Some account of the principal building stones, as granite, marble, sandstone and limestone ; their qualities, sources, uses and the methods employed in quarrying them.

Lumbering.

Stock raising — cattle, sheep, horses and hogs.

Fruit raising — apples, peaches, grapes and oranges.

Manufactures — iron, cotton and woolen goods ; shoes, threads, rubber goods, etc.

The Pacific Mills.

The Smith & Dove Manufacturing Co.

The Tyer Rubber Co.

The Marland Mills.

Leading articles of export ; areas and processes of production, routes of shipment, destination.

Leading articles of import : sources, processes of production and routes of shipment.

Great commercial routes — railroads, steamship and sailing lines, navigable rivers and lakes, canals.

The Mississippi system of rivers.

The Great Lakes and the St. Lawrence.

The Hudson River.

The proposed isthmian canal.

The Erie Canal.

Great commercial cities — New York, Boston, Chicago, New Orleans, San Francisco.

Custom houses and ports of entry.

The coasting trade.

Various kinds of vessels employed in navigation.

Water power ; the Merrimac river.

Irrigating canals and artesian wells.

The Gulf Stream.

West India hurricanes and Atlantic coast storms.

The life-saving service, lighthouses and harbors.

The United States signal service ; continue the study of weather maps.

Standard time.

The latitude of a few important points of this country memorized and compared with important points in Europe and Asia.

Differences in time between a few prominent places in this country, and in Europe and Asia.

The mints and the coinage of money.

Money as a medium of exchange and as a measure of value.

The different kinds of paper money.

The postal system.

The oil wells of Pennsylvania and Texas.

The cattle ranches of the West.

The cod fisheries.

Rice swamps.

Salmon fishing and canning.

Cranberry bogs.

Banana growing.

The oyster beds of the Chesapeake.

The flouring mills of Minneapolis.

The dressed meat industries of Chicago, Omaha and Kansas City.

Ostrich farming in California.

Flax culture.

Natural wonders — Yosemite Valley, Yellowstone National Park, Niagara Falls, Mammoth Cave, Great Trees, Cañons, Great Salt Lake.

Geographical features in their bearing on — exploration, settlement, development and growth of the country, slavery, the tariff, and other social and economic conditions.

Indian reservations.

The Pueblo Indians.

Text and Reference Books —

Frye's Complete Geography.

Tarr & McMurry's North America.

Supplementary Reading —

King's Geographical Readers, Third, Fourth and Fifth Books.

Carpenter's North America.

Selections from *Youth's Companion*, Nos. 5, 6, 11, 12, 13, 14, 15, 16, 17.

READING

The reading lesson should at all times be a thinking lesson. Thought getting should be the constant aim of teacher and pupils. It is vain to endeavor to get children to read with expression unless they feel the force of ideas and emotions. The teacher should get into sympathetic touch with her class and should be quick to discern the varying moods and feelings of the children.

Reading may be defined as the power to get thought from the printed page and communicate it to others. If the test of this definition be applied to every exercise in this branch of school work it will produce a decidedly tonic effect upon our methods.

The value of good reading, the reading power, cannot be overestimated. It is fundamental to very nearly all mental acquisition and culture in school and out. Much of the unsatisfactory work in geography, history, literature, and even in mathematics, arises from inability to read understandingly, to grasp readily the thought of the author.

Plenty of time should be given to getting ready to read orally. The lesson should be read silently and with care; the dictionary should be consulted for the meanings of new and difficult words; maps, cyclopedias and other books should be referred to when necessary. The first part of the recitation period should be devoted to a discussion of the subject matter of the passage under consideration, and to clearing up any additional points that may remain. The class having by this time entered into the spirit of the author are ready to make an attempt at oral reading.

The child should not be allowed to stumble and hesitate over the text. It is evident that he is not prepared to read. Much of the expressionless reading, or mere word calling, that we hear is accounted for by the fact that the books read are too difficult. There should be plenty of good reading matter suited to the mental development of the child, presenting difficulties just sufficient to stimulate his activities, but not deaden them, and interesting enough to hold his attention.

The teacher should study the lesson thoroughly herself before assigning it, that she may be able to give her pupils intelligent suggestions for its preparation. Selections should frequently be read by the teacher to the class for their imitation and to improve their ideals. Such passages should be studied thoroughly and practiced that she may be able to render them in the best possible way.

It is often advisable to have one pupil read while the others listen. This ear training will be found very valuable; the children thus become more discriminating critics of their own reading and that of others. Besides, this method permits of a greater variety of reading matter, as but two or three copies of a book will in such a case suffice.

The teacher should endeavor to increase the mental grasp of the child. He should be trained to take in a whole sentence or short paragraph at a time. The habit of looking ahead is absolutely indispensable to good oral reading. This also enables the reader to glance toward his auditors at times, instead of keeping his eyes riveted on the book.

The proper use of the eyes, facial animation, gesture and the posture of the body should receive unwearied attention. The child should never be allowed to stand in a slouching and awkward attitude. Neither should he stand rigid and post-like, but in an easy and graceful attitude, upon both feet, with chin elevated sufficiently to allow free use of the vocal organs, shoulders back, and chest expanded. Reading, under such circumstances, becomes a healthful exercise.

It is often advisable to preface the oral reading lesson with a breathing exercise, and some practice upon the elementary sounds. Such exercises should occur at frequent intervals throughout the whole elementary school course. All the vocal organs should be systematically trained and strengthened. The tones should be pure and the articulation distinct and clear. Any defect in this respect must be carefully eliminated by persistent training. Such common faults as clipping final consonants and slighting short vowels in unaccented syllables should receive unremitting attention. But such defects are not removed by talking, by precept and injunction. Drill upon the correct forms until *they* become habitual.

Words difficult of pronunciation and difficult combinations of words should be practiced upon until they become easy, until the vocal muscles and the ear become accustomed to them. It is good practice to exaggerate the distinctness of enunciation at first. It is a sort of vocal gymnastics that has much value.

The phonetic work should be kept distinct from the reading. Too much talk about the mechanics of reading, emphasis, inflection, and the like, simply distracts the pupils' minds from the subject matter. Neither should the reading be interrupted by criticisms, especially of small mechanical details. It is best to let many minor mistakes pass unnoticed. By aiming at the larger purposes of good reading these smaller matters will in most cases correct themselves. Break up bad habits one at a time. Hit the nail on the head often enough to drive it home. It is well, also, to bear in mind that it is much more difficult to break up a bad habit than it is to prevent its forming.

The careful and exact memorizing of choice selections in prose and verse will be found very valuable in its influence upon the whole group of language studies. A carefully prepared list of these has been made suited to the capacity of the several grades. Five of them should be memorized in each grade. The others are to be memorized by individuals as the teacher may direct.

In the first three years much use is made of the Rational Method in Reading by Edward G. Ward. The principles of the Ward System as enumerated by him are as follows —

“1. The presentation of the sounds and their symbols in an order that involves grading from the easy to the difficult.

2. The teaching of an initial stock of phonograms before any phonetic reading is done.

3. The training of the ear in the perception of phonetic blends before phonetic reading is begun.

4. An extensive and systematic use of word phonograms and other compound phonograms in making long words practically short, as, *lightning*.

5. A careful grading of the phonetic words used, beginning with words having not more than two phonograms.

6. A gradual introduction of the phonetic words into the sentence reading, beginning with one phonetic word to a sentence.

7. Separate daily drills in the quick recognition of the phonograms and the reading of simple phonetic words.”

Desk Books —

Laing's Reading: A Manual for Teachers.

McMurry's Special Method in Reading.

Arnold's Reading: How To Teach It.

GRADE I.

The early reading and language lessons are closely associated. The aim should be to get the children to talk. Every effort should be made that the child may feel at ease, and be encouraged to express his thoughts. Nothing should be allowed to check his spontaneity. The teacher should learn to talk with the children, not simply to them. She should arouse their social and motor activities and get them into an active mood of participation in the exercise.

The child uses sentences expressive of his thoughts when he enters school, hence we should begin with the sentence. Ideas and words suggested by the environment of the child should form the basis of

the first lessons. Sentences used by the child in these conversational exercises are then written upon the board and read by the class.

The next step is to use Cyr's Primer as a basis of this oral and blackboard work, and a source from which to obtain a vocabulary. When from 100 to 150 words have been thus taught the phonetic analysis and synthesis of words should be begun. Words containing difficult sounds and combinations of sounds should continue to be taught as wholes throughout the year.

There should be no printing upon the blackboard. All such work should from the first be in script.

Before any attempt is made by the children to spell by sound, their ears should be trained in preparation. The teacher should pronounce some of the simple words slowly and the child should be led to recognize their phonic elements. Afterwards the characters representing these sounds should be written upon the board as they are given by the teacher. The phonetic work should be brisk and lively; there should be no listlessness, no inattention, no dragging. If the child fails to recognize the phonogram at once, another should be called. A large class should be divided into small, carefully graded groups for such drills.

Words should be taught only as symbols of ideas; first ideas, then symbols; after that ideas through symbols. Such words as conjunctions, definitive adjectives and prepositions should be functioned by use.

Careful attention should be given to phrasing from the first. Articles should be spoken only in connection with the words following.

Cultivate the ability to grasp the whole sentence quickly.

Neither the sentence, word or phonic method should be abandoned entirely, but they should mutually supplement each other throughout all the earlier years of the course until the mechanical difficulties of reading are overcome.

After the completion of Cyr's Primer and the Practice Sentences which accompany it, the easier portions of several first readers should be read. After more power has been acquired some of the more difficult portions may be read, but the most difficult parts should be deferred to the second year.

Ward's Phonetic Cards Set I., should be used daily in the sound work.

Additional Text Books—

Stepping Stones to Literature, First Reader.

The Riverside Primer and Reader.

Cyr's First Reader.

Books to be read to the children—

Beckwith's In Mythland.

Thompson's Fairy Tale and Fable.
 Heart of Oak, Volume I.
 Brook's Stories of the Red Children.
 Chase's Boyhood of Famous Men.

Desk Book—

Ward's Manual of Instruction for Teachers.

Stories—

Chicken Licken.
 The House that Jack Built.
 Mother Hubbard and her Dog.
 The Little Pine Tree.
 The Goose that Laid Golden Eggs.
 The Ant and the Grasshopper.
 The Boy and the Wolf.

Selections for Memorizing—

"Little Boy Blue."	
"Baby Bye,"	<i>Tilton</i>
"Twinkle, Twinkle, Little Star," . . .	<i>Taylor</i>
"The Baby,"	<i>Geo. Macdonald</i>
"Lady Moon,"	<i>Lord Houghton</i>
"I am the Wind,"	
"What does Little Birdie Say," . . .	<i>Tennyson</i>
"My Shadow,"	<i>R. L. Stevenson</i>
"Bed in Summer,"	<i>R. L. Stevenson</i>
"Come Little Leaves,"	<i>Anon</i>
"Five Little Brothers,"	<i>Ella W. Wilcox</i>
"Sleep, Baby, Sleep," (from the German),	<i>E. Prentice</i>
"Snowflakes," ("Little white feathers.")	
"The Snowflake Party,"	<i>Palmer</i>
"All night long the little stars blink," .	<i>Hollands</i>
"Little Drops of Water,"	<i>Brewer</i>

Grade II.

Every lesson should be characterized by energy and enthusiasm. The daily plan should always include some exercise designed to increase the mental alertness and comprehensive grasp of the child. "Flash reading" will be found of much value in training the eye and cultivating the attentive power. Any exercise which tends to strengthen the "eye memory" is an aid to good reading.

All new and difficult words should be written on the board and made the subject of conversation, study and drill before the books are placed in the children's hands.

Criticisms should be made very carefully and in such a way as not to increase the child's self-consciousness. He should be allowed to lose himself in the story.

Continue the phonic drill throughout the year, gradually introducing more difficult sounds and combinations of sounds. No attempt should be made to analyze the more difficult words before the latter part of the year. In fact many words should even then be treated as "sight words."

The drill on phonograms should continue, using Ward's Phonetic Cards, Set II.

Insist on full, clear tones and distinct enunciation at all times. Consult the general suggestions and those for Grade I.

Attend carefully to emphasis, inflection, phrasing and the adaptation of the time to the sense.

Text books—

Stepping Stones to Literature, First Reader.

The Riverside Primer and Reader.

Cyr's First Reader.

Hiawatha Primer, pp. 1-54.

Lane's Stories for Children.

Books to be read to the children—

Smythe's Old Times Stories.

Heart of Oak, Volume I.

Thompson's Fairy Tale and Fable.

Pratt's Stories of Colonial Children.

Stories—

The Three Bears.

Cinderella.

The Sleeping Beauty.

The Little Match Girl.

The Fox and the Grapes.

The Frogs that wanted a King.

Cock Robin.

Selections for memorizing—

"Spring,"	<i>Celia Thaxter</i>
"Mary's Lamb,"	<i>Sarah J. Hale</i>
"The Busy Bee,"	<i>Isaac Watts</i>
"Windy Nights,"	<i>R. L. Stevenson</i>
"The Cow," "	<i>R. L. Stevenson</i>
"O Moon,"	<i>Jean Ingelow</i>
"The Wind,"	<i>R. L. Stevenson</i>
"Once there was a Little Kitty."	

- "We Thank Thee," *Emerson*
 "Three Little Bugs in a Basket," . . . *Alice Cary*

Desk Books—

Ward's Manual of Instruction for Teachers.

GRADE III.

Many of the general suggestions and the suggestions for Grades I and II apply to the work of this year.

Continue the drill on the elementary sounds and on phonograms, using Wards Phonetic Cards, Set III. Practice upon difficult combinations of consonants. The pupils should become familiar with the use of Webster's scheme of diacritical marks.

Practice upon collocations of words where the tendency is to slur.

The vocal organs should be scientifically and systematically cultivated and strengthened by means of daily drill.

Attend carefully to the quality of tone and the proper modulation of the voice.

Correct position of the body and the proper use of the eyes will call for special attention in this and the next two grades.

Phrasing and time will demand care.

The reading lesson will be more real and life-like if it is occasionally acted, or "played" as the children say.

Text Books—

Stepping Stones to Literature, Second Book.

Child Life—A Second Reader.

Cyr's Second Reader.

Hiawatha Primer, pp. 55-139.

Robinson Crusoe for Boys and Girls.

Scudder's Fables and Folk Stories.

Books to be read to the children—

Thompson's Fairy Stories and Fables.

Mrs. Mulock-Craik's Adventures of a Brownie.

Grimm's Fairy Tales.

Stories—

Little Red Riding-Hood.

Androclus and the Lion.

Jack-of-all-Trades.

Selections for memorizing—

- "A Visit from St. Nicholas," . . . *Moore*
 "Seven Times One," . . . *Jean Ingelow*
 "All Things Beautiful," . . . *John Keble*
 "Suppose, My Little Lady," . . . *Phoebe Cary*

"My Good-for-Nothing,"	<i>Huntington</i>
Song from "Pippa Passes",	<i>Browning</i>
"Foreign Children,"	<i>R. L. Stevenson</i>
"The Merry Mice."	
"Which Way does the Wind Blow?"	
"The New Moon,"	<i>Eliza Lee Follen</i>
"The Frog's Goodbye."	
"The Wind" ("I saw you toss the kites on high.")	
"The Minuet,"	<i>Mary Mapes Dodge</i>
"Try, Try again."	

Desk Books—

Ward's Manual of Instruction for Teachers.

GRADE IV.

The mechanical difficulties of reading ought to have been largely overcome by the time pupils reach this grade. The reading power should be assiduously cultivated and faults carefully eliminated.

Continue and extend the drill work of preceding grades.

Insist upon exactness and nicety of pronunciation.

Endeavor to secure fluency of utterance and natural and easy expression.

The drill upon elementary sounds and phonic spelling should receive daily attention. This work should be individual, not in concert, and the teacher should assure herself that each child is capable of sounding each letter and combination of letters with precision and force.

Drill in indicating the pronunciation of words by diacritical marks.

Make a careful study of difficult words previous to oral reading. Much silent reading for the thought.

Special study of accent.

Teach children how to use the table of contents and index.

Text Books —

Stepping Stones to Literature, Third Book.

Baldwin's Third Reader.

Supplementary Books for Home and School —

"Black Beauty," *Sewell*

"Birds' Christmas Carol," *Wiggin*

"The Story of Patsy," *Wiggin*

"The Little Lame Prince," *Mulock-Craik*

"Jackanapes," *Ewing*

The books prescribed for geography, history, and nature study.

Books to be read to the children —

Aesop's Fables.

Grimm's Fairy Tales.

Stories—

The Golden Touch.

Persephone.

Siegfried and the Dragon.

Selections for Memorizing —

"Sweet and Low,"	<i>Tennyson</i>
"Winken, Blinken and Nod,"	<i>Eugene Field</i>
"The New Moon,"	<i>Follen</i>
"Daybreak,"	<i>Longfellow</i>
"The Barefoot Boy,"	<i>Whittier</i>
"The Village Blacksmith,"	<i>Longfellow</i>
"Home, Sweet Home,"	<i>Payne</i>
"The Fire,"	<i>Laura E. Richards</i>
"Suppose the Little Cowslip."	
"Discontent,"	<i>Sarah Orne Jewett</i>
"The Land of Counterpane,"	<i>Stevenson</i>

GRADE V.

Teachers of this grade should study carefully the suggestions and requirements heretofore made. All instruction and drills are continuous from year to year. The first duty is to test and review the previous acquirements of the children. In fact, the aim this year consists largely in developing and extending the scope of work previously undertaken.

Drill in the use of diacritical marks should be kept up. The children are provided with Webster's Primary Dictionary and should be taught how to use it. There should be no intermission in the drill upon elementary sounds. Pupils of this age should be able to readily recognize the phonic elements of new words.

Make lists of words commonly mispronounced and practice the correct pronunciation frequently, until the ear and vocal muscles become accustomed to it.

Poor readers should be assigned passages for home study and practice.

Text Books —

Cyr's Third Reader.

Heart of Oak, Volume III.

Supplementary Books for Home and School —

"Fairy Tales,"	<i>Andersen</i>
"Old Greek Stories,"	<i>Baldwin</i>
"Alice in Wonderland,"	<i>Carroll</i>
"Old Stories of the East,"	<i>Eggleston</i>
"Five Little Peppers,"	<i>Sidney</i>

"The Rose and the Ring," *Thackeray*

"Girls Who Became Famous," *Bolton*

The prescribed books in geography, history and nature study.

Stories —

Tom Thumb.

Goody Two-Shoes.

Cinderella.

Daphne.

Jack and the Beanstalk.

Puss in Boots.

Dick Whittington and His Cat.

The Snow Queen.

The Ugly Duckling.

Little Red Riding-Hood.

Selections for Memorizing and Study —

"Freaks of the Frost," *Hannah F. Gould*

"The Brook," *Tennyson*

"The Crow's Children," *Phoebe Cary*

"The Owl and the Pussy-Cat," *Edward Lear*

"The Spider and the Fly," *Howitt*

"Jack-in-the-Pulpit," *Clara Smith*

"The Pied Piper of Hamelin," *Browning*

"Winter and Summer," *Anon*

GRADE VI.

Study the courses prescribed for previous grades. In the main the suggestions given there apply as well to this year's work.

The tastes of the children are forming rapidly. The teacher should see to it that they are formed right, that they acquire a love for good literature. Every reading lesson should be a study in English literature.

The memorizing should be done thoroughly. Each selection should be regarded as a work of art and as such well studied, correctly interpreted and artistically rendered. Neither teacher nor pupil should be satisfied with anything short of this.

Practice upon the various forms of expression — effusive, expulsive, explosive.

Study the title page, notice of copyright, dedication, marginal references, etc.

The children should know something about the authors of the books and selections they read and study. The observance of authors' birthdays is recommended.

Text Book —

Baldwin's Fourth Reader.

Supplementary Books for Home and School —

"Hiawatha,"	<i>Longfellow</i>
"King of the Golden River," . . .	<i>Ruskin</i>
"Robinson Crusoe,"	<i>Defoe</i>
"Water Babies,"	<i>Kingsley</i>
"Wonder Book,"	<i>Hawthorne</i>
"Child Life in Prose,"	<i>Whittier</i>
"Through the Looking Glass," . . .	<i>Carroll</i>
"Bimbi Stories for Children," . . .	<i>Louise de la Ramée</i>
"Rab and His Friends,"	<i>Brown</i>
"Being a Boy,"	<i>Warner</i>
"Poor Boys Who Became Famous," .	<i>Bolton</i>
The books prescribed for geography, history and nature study.	

Stories —

The Children in the Wood.
 The Gorgon's Head.
 King Midas, or The Golden Touch.
 The Three Golden Apples.
 The Miraculous Pitcher.
 The Chimaera.
 Theseus.

Selections for Memorizing —

"The Wonderful World,"	<i>Rand</i>
"Don't Give Up,"	<i>Phoebe Cary</i>
"The Rainy Day,"	<i>Longfellow</i>
"The Reaper and the Flowers," . . .	<i>Longfellow</i>
"The Day is Done,"	<i>Longfellow</i>
"Woodman, Spare that Tree," . . .	<i>Morris</i>
"Little Brown Hands,"	<i>H. M. Krout</i>
"The Captain's Daughter,"	<i>Fields</i>
"Break, Break, Break,"	<i>Tennyson</i>

GRADE VII.

Continue when necessary the exercises and drills prescribed for preceding grades. The work of this year is predicated upon that of all past years and the foundations should be kept firm and in good repair.

Give some attention to the quality of tone, as pure, orotund, aspirate, guttural. Find in the reading lessons passages illustrating these.

Practice in declamation, using the memory selections, or good prose and poetical extracts of a declamatory style, such as, "Marmion and Douglass." Better one selection well studied and thoroughly mastered in sentiment and delivery than several imperfectly done. The intro-

duction of a few simple gestures and practice in making them in a graceful manner is recommended.

The dictionary should be in constant use. Pupils should continue to practice upon lists of words commonly mispronounced.

Text Book —

Heart of Oak, Volume III.

Supplementary Books for Home and School —

"Tanglewood Tales,"	<i>Hawthorne</i>
"Little Women,"	<i>Alcott</i>
"Little Men,"	<i>Alcott</i>
"The Ethics of Success,"	<i>Thayer</i>
"A Boy's Town,"	<i>Howells</i>
"The Story of a Bad Boy,"	<i>Aldrich</i>
"Peasant and Prince,"	<i>Martineau</i>

Stories —

Jack the Giant-Killer.
 The Argonauts, or The Golden Fleece.
 The Ugly Duckling.
 The Minotaur.
 The Dragon's Teeth.
 The Pomegranate Seeds.
 Ali Baba, or The Forty Thieves.
 Aladdin, or The Wonderful Lamp.

Selections for Memorizing and Study —

"The Manliest Man,"	<i>Bungay</i>
"Daily Work,"	<i>Mackay</i>
"The Huskers,"	<i>Whittier</i>
"The Chambered Nautilus,"	<i>Holmes</i>
"The Miller of the Dee,"	<i>Mackay</i>
"The Last Rose of Summer,"	<i>Moore</i>
"A Psalm of Life,"	<i>Longfellow</i>

Also, selections under history and nature study.

GRADE VIII.

Review and continue the exercises prescribed for previous grades whenever necessary. The teacher should familiarize herself with the whole course in reading that she may know the relation of her work to that which follows as well as that which precedes.

Encourage pupils to re-read and study classic selections. Endeavor to get the poet's coloring, to appreciate the finer touches of the writer in the passages read.

Continue the declamation work begun in Grade VII.

Newspaper reading and current events should receive a share of attention.

Study force as a quality of expression ; subdued, moderate, energetic, impassioned. Select passages from the reading lessons that may be taken as examples of these qualities and drill upon them.

Text Books —

Heart of Oak, Volume IV.

Masterpieces of American Literature.

Supplementary Books for Home and School —

"Tom Brown at Rugby,"	<i>Hughes</i>
"Tales from Shakespeare,"	<i>Lamb</i>
"A Christmas Carol,"	<i>Dickens</i>
"The Cricket on the Hearth,"	<i>Dickens</i>
"The First Jungle Book,"	<i>Kipling</i>
"Greek Heroes,"	<i>Kingsley</i>

Selections for Memorizing and Study —

"Abou Ben Adhem,"	<i>Leigh Hunt</i>
"Sir Galahad,"	<i>Tennyson</i>
"The Ballad of East and West,"	<i>Kipling</i>
"An Incident of the French Camp,"	<i>Browning</i>
"How They Brought the Good News from Ghent to Aix,"	<i>Browning</i>
"Ring Out, Wild Bells, to the Wild Sky,"	<i>Tennyson</i>
"The Last Leaf,"	<i>Holmes</i>
"To a Mouse,"	<i>Burns</i>
"The Ploughman,"	<i>Holmes</i>
"The Builders,"	<i>Longfellow</i>
"The Ladder of St. Augustine,"	<i>Longfellow</i>

GRADE IX.

Continue and extend the work of preceding grades.

Select examples expressive of various feelings and sentiments and make them the subjects of study and practice in oral reading — admiration, affection, love, hate, tenderness, pathos, pleasure, supplication, excitement, anger, calmness, defiance, pride, humility.

Exercises in pitch — very high, high, middle, low, very low. Select illustrations of these from the reading lessons.

Select examples of very rapid, rapid, moderate, slow, very slow movement. Practice reading them.

Declamation work as in the two preceding grades.

Newspaper reading ; market and stock reports. Keep a daily bulletin of current events.

Text Books —

Heart of Oak, Volume V.

Masterpieces of American Literature.

For Supplementary Reading at Home and School —

"Snow Bound,"	<i>Whittier</i>
"Rip Van Winkle,"	<i>Irving</i>
"Legend of Sleepy Hollow,"	<i>Irving</i>
"The Great Stone Face,"	<i>Hawthorne</i>
"Among the Hills,"	<i>Whittier</i>
"Vision of Sir Launfal,"	<i>Lowell</i>
"Books and Libraries,"	<i>Lowell</i>
"Behavior,"	<i>Emerson</i>
"The Rime of the Ancient Mariner,"	<i>Coleridge</i>
"The Second Jungle Book,"	<i>Kipling</i>
"Stories of the Old World,"	<i>Church</i>

The books prescribed for geography, history and nature study.

Selections for Memorizing and Study —

"Snow Bound" (first 92 lines),	<i>Whittier</i>
"Thanatopsis" (commit last 9 lines),	<i>Bryant</i>
"Vision of Sir Launfal,"	<i>Lowell</i>
" Not only around our infancy " (4 lines).	
" And what is so rare " (24 lines).	
" Joy comes, grief goes " (14 lines).	
"Elegy Written in a Country Churchyard,"	<i>Gray</i>
"Maud Muller,"	<i>Longfellow</i>
"Charge of the Light Brigade,"	<i>Tennyson</i>
"The Bugle Song" ("The Princess"),	<i>Tennyson</i>
"Crossing the Bar,"	<i>Tennyson</i>
"For a' That and a' That,"	<i>Burns</i>
"Skipper Ireson's Ride,"	<i>Whittier</i>
"I remember, I remember,"	<i>Hood</i>
"Recessional,"	<i>Kipling</i>
"The Ship Builders,"	<i>Whittier</i>
"The Worship of Nature,"	<i>Whittier</i>

NATURE STUDY

GRADE I.

Observe common plants in the schoolroom and at home, in the fields and woods; how and where they grow, their habits and uses.

Germination of the bean.

The horse chestnut bud.

Conversational lessons on pets and domestic animals; distinguish interesting facts about such animals. The cat and dog compared. Stories about them.

Observe the crow, robin, oriole and English sparrow.

Distinguish between animal, vegetable and mineral productions.

Selections for memorizing—

"The Dandelion," . . . *Classic Stories for Little Ones.*

"What Happened to a Tired Little Worm,"

"Daisies," *Frank D. Sherman*

"Tiny Little Snowflakes," . . . *Larcom*

"A Kitten Rhyme," *Emilie Poulsson*

Fables—

The Crow and the Pitcher.

The Mice and the Cat.

Desk Book—

Boyden's Nature Study by Months.

Wilson's Nature Study for Elementary schools.

GRADE II.

Continue and extend the work of Grade I.

Recognition of fifteen common wild flowers.

Observation of and conversations about common vegetables—cabbage, turnip, potato, beet, carrot.

Form and parts of leaves. Recognition of ten common leaves.

Kinds and parts of fruit—apple, peach, orange.

Branches and buds; lilac, maple.

Germination of the pumpkin and growth of the young plant.

Conversational exercises leading the child to further observe domestic animals; the horse and cow more carefully studied. Likewise any animals that come easily under the observation of the child, their homes, covering, movements, eating, voices. Observe grass-eating animals for habits and adaptation of parts to habits.

Observe the chickadee, flicker, bluebird, bobolink, catbird and chip-ping sparrow.

Crickets and grasshoppers.

Rising and setting of sun.

Recognition of common rocks; their uses to man.

Supplementary Reading—

"Plant Life,"	. . . . .	<i>Bass</i>
"From September to June,"	. . . . .	<i>Warren</i>
"Buds, Stems and Roots,"	. . . . .	<i>Chase</i>

Selections for memorizing—

"Good morning, Merry Sunshine,"	. . . . .	<i>Emilie Poulsson</i>
"Who Stole the Bird's Nest?"	. . . . .	<i>Child</i>
"The Bluebird,"	. . . . .	<i>Emily H. Miller</i>

Myths—

Phaethon in the Sun's Chariot.

Desk Books—

Same as for Grade I.

GRADE III.

Continue the work of preceding grades.

The ability to recognize twenty-five common wild flowers and five common trees.

Common fruits and nuts; their parts, protective coverings and uses.

Surface and veining of leaves. Recognition of twenty common leaves.

Form, position and covering of stems.

Kinds of roots.

Parts of flower; their uses.

Germination of corn, and growth of the young plant.

Plants and parts of plants used for food.

Continue the conversational exercises leading to careful observation of domestic animals. The hen and duck compared. What animals can do for us. Preparation of animals for winter.

Observe the red-winged blackbird, phoebe, barn swallow, chebec, kingbird and summer warbler.

Parts of a bird.

Observe common insects; their protective coloring. Name ten.

Properties of common minerals.

Properties of air and water. Forms of water.

Direction of wind.

Changing length of day and night, and varying temperature. Longest and shortest days. Time of sunrise and sunset.

Keep weather records.

Supplementary Reading—

"Animal Life,"	. . . .	<i>Bass</i>
"Cats and Dogs,"	. . . .	<i>Johonnot</i>
"Springtime Flowers,"	. . . .	<i>Norcross</i>

Selections for memorizing—

"Jack Frost,"	. . . .	<i>Child Garden</i>
"The Song of the Bee,"	. . . .	<i>Marion Douglass</i>
"Bright Little Dandelion,"	. . . .	<i>Anon</i>
"Which Way Does the Wind Blow,"	. . . .	<i>Mary Lamb</i>
"October's Party,"	. . . .	<i>Songs for Little Folks</i>

Fables and Myths—

The Wind and the Sun.

Janus.

Desk Books—

Same as for Grade I.

GRADE IV.

Continue the work of Grades I—III.

A more careful study of germination and the growth of the young plant. Conditions necessary to germination. Change from flower to fruit or seed. The forms and uses of roots. Structure and uses of stems.

Plants for special study—sunflower, pumpkin, geranium, hyacinth, bean, morning glory, white pond lily, jewel weed, tropaeolum.

The cycle of life as seen in a frog.

Stages of insect life. Cocoon collecting.

Rat and mouse. Bees.

Observe the downy woodpecker, bluejay, tree swallow, purple grackle, meadow lark, red eyed vireo. Uses of birds,

Pebbles, sand and clay with reference to the life history of rocks.

Rain, hail, snow.

Effects of heat on air and water.

The changes in nature and their influence upon plants, animals and man. The adaptation of animals to their environment.

Keeping weather records.

Supplementary reading—

"Seed Babies,"	. . . .	<i>Morley</i>
"Friends and Helpers,"	. . . .	<i>Eddy</i>
"Snow Image,"	. . . .	<i>Hawthorne</i>
"Plants and their Children,"	. . . .	<i>Dana</i>

Selections for memorizing—

"Pussy Willow," (Songs and Games for Little Ones.)

"September,"	. . . . .	<i>Helen H. Jackson</i>
"Robert of Lincoln,"	. . . . .	<i>Bryant</i>
"October's Bright Blue Weather,"	. . . . .	<i>Helen H. Jackson</i>

Fables and Myths—

The Lark and the Farmer.

Apollo and Hyacinthus.

Clytie.

Ceres and Proserpine.

Desk Books—

Boyden's Nature Study by Months.

Wilson's Nature Study in Elementary Schools.

Morley's A Few Familiar Flowers.

Hyatt's Pebbles.

Morley's A Song of Life.

GRADE V.

Continue work of preceding grades.

Parts of plants useful to man.

Shape of trees ; bark ; shapes of leaves.

The order in which trees take on their autumn hues and shed their leaves. Pupils make collections of autumn leaves. Extend the list of trees and plants which the children are able to recognize. Rise of sap. The school should select some tree near the schoolhouse and note the changes which it undergoes from September to June.

Plants for special study—hepatica, skunk cabbage, dandelion, Jack-in-the-pulpit, Canada thistle, chicory, potato, grape, strawberry.

Observe song sparrow, brown thrasher, goldfinch, purple martin, chimney swift, warbling vireo. Food of birds.

Study of the toad, mosquito, ant, bumblebee.

Golden-rod, oak and other galls. Make collections.

The grouping of known animals. The comparison of unlike animals.

The preparation of animals for winter ; hibernation.

Naming of common minerals, quartz, mica, feldspar, talc, calcite.

Building stones—granite, marble, sandstone, limestone.

Changes in the position of the sun due to revolution and rotation of the earth.

Fog, clouds, dew, frost ; cloud forms.

Keeping weather records.

Centre of gravity, equilibrium. Forms of the lever. The pendulum.

Supplementary Reading—

"Flowers and their Friends,"	<i>Morley</i>
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"Mother Nature's Children,"	<i>Gould</i>
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For Memorizing—

"Hepatica,"	<i>Anna Pratt</i>
"The Brown Thrush,"	<i>Lucy Larcom</i>
"Over in the Meadow,"	<i>Wadsworth</i>
"The Crow's Children,"	<i>Phoebe Cary</i>

Desk Books—

Lange's Handbook of Nature Study.

Needham's Outdoor Studies.

Hodge's The Common Toad.

GRADE VI.

Review and extend the work of preceding grades.

Clusters of flowers in maple, elm, horse chestnut, oaks, birches.

Preparation of plants for winter; how plants store their food; how seeds and buds are protected.

Grouping known plants; exogens and endogens; phenogams and cryptogams.

Plants for special study—bluet, violet, dogtooth violet, daisy, shepherd's purse, milk-weed, onion, ragweed, burdock.

The recognition of wild flowers and record of date of flowering, using Pease's "Some Wild Flowers of Andover" as a check-list.

Fruit trees—apple, pear, cherry, peach. Note resemblances and differences.

Uses of animals; food, clothing, carrying.

Study of muskrat, turtle, grasshopper, cricket, potato beetle.

Insect homes.

Observe nuthatch, purple finch, vesper sparrow, cliff swallow, chewink, Maryland yellowthroat, spotted sandpiper. Birds as insect destroyers.

Grouping birds as to habits; perchers, scratchers, swimmers.

Absorption, transfer, and radiation of heat, sources and effects of heat. Combined effect of heat and gravity on water and air. Ventilation. Elasticity, pressure and buoyancy of air and water.

Phases of moon, rainbow, aurora borealis.

Iron, copper, lead, tin and their ores.

Supplementary Reading —

"Bird World,"	<i>Stickney</i>
"Short Stories of Our Shy Neighbors,"	<i>Kelly</i>
"Water Babies,"	<i>Kingsley</i>

Selections for Memorizing —

"The Sandpiper,"	<i>Celia Thaxter</i>
"The Rainy Day,"	<i>Longfellow</i>
"Death of the Flowers,"	<i>Bryant</i>
"The Yellow Violet,"	<i>Bryant</i>

Fables and Myths —

The Ant and the Grasshopper.

The Eagle and the Tortoise.

The Hare and the Tortoise.

Iris.

Aeolus and the Bag of Winds.

Icarus.

Desk Books —

Lange's Handbook of Nature Study.

GRADE VII.

The common grains — wheat, corn, rye, oats, barley.

Plant products — starches, sugars, oils.

Seed dispersal.

Insects as aids to plant fertilization.

Plants for special study — marsh marigold, trillium, moccasin flower, cone flower, tomato, purple aster.

Pupils make lists of the plants they are able to recognize and name, entering the date of first observed flowering in Pease's "Some Wild Flowers of Andover."

• Shrubs — lilac, blueberry, blackberry, sumac.

Observe rose-breasted grosbeak, wood pewee, black and white creeper, oven bird, cedar bird, bittern.

Tails, wings, feathers and flight of birds. Value of birds to man.

Study chipmunk and squirrel, horse-fly, spider, earthworm.

Composition of air; impurities. Evaporation, boiling, condensation.

Simple experiments in sound.

Study of coal, combustion and candle flame products. Structure of flame.

Soil — clay, sand, gravel. Fertilizers.

Supplementary Reading —

"Story of the Plants," *Grant Allen*"Ways of Wood Folks," *J. W. Long*"Our Feathered Friends," *Grinnell*"Bird World," *Stickney*"Little Wanderers," *Morley*

Selections for Memorizing —

"To a Waterfowl," *Bryant*"The Huskers," *Whittier*

Myths —

Arachne, Prometheus.

Echo and Narcissus.

Desk Books —

Jackman's Nature for Grammar Grades.

Hyatt's Pebbles.

Beal's Seed Dispersal.

GRADE VIII.

Seed dispersal continued.

Various methods of plant propagation. Budding and grafting.

Provisions of nature to secure cross-fertilization of flowers.

Recognition of poisonous plants.

Distinguishing and naming the common grasses.

Plants for special study — anemone, solomon's seal, buttercup, pea, gentians, goldenrod, corn, yarrow, tansy.

Forest trees — willows, horse-chestnut, chestnut, maples, white ash, American elm, American linden.

Observe field sparrow, house-wren, kingfisher, redstart, woodthrush, scarlet tanager, chestnut-sided warbler. Making lists of all known birds with dates of first appearance, using Ford's "The Birds of Andover" for this purpose.

The nests and food of birds.

Moths and butterflies — to recognize cabbage moth, tomato worm, codling moth, cut worm, tent caterpillar, monarch butterfly, dim-eyed grayling, black swallow-tail, mourning cloak, the sulphur wings.

Lessons on cohesion, adhesion, solution, crystallization. Fermentation. Further lessons on gravity and heat. Simple experiments with light.

Some further study of local rocks — gneiss, granite, quartz, mica, feldspar, hornblende.

Supplementary Reading —

"Secrets of the Wood,"	.	.	.	<i>J. W. Long</i>
"Color of Flowers,"	.	.	.	<i>Grant Allen</i>
"Native Trees,"	.	.	.	<i>Russell</i>
"Citizen Bird,"	.	.	.	<i>Mabel O. Wright</i>
"Our Feathered Friends."	.	.	.	<i>Grinnell</i>
"Our Common Birds,"	.	.	.	<i>Hodge</i>

Selections for Memorizing —

"The Corn Song,"	.	.	.	<i>Whittier</i>
"To a Fringed Gentian,"	.	.	.	<i>Bryant</i>

Desk Books —

Jackman's Nature for Grammar Grades.

Shaw's Physics by Experiment.

Harrington's Physics for Grammar Grades.

GRADE IX.

Conditions of plant growth ; how plants breathe and are nourished.

Distinguishing marks of prominent families of plants. Study of a few plants typical of these families.

The recognition and naming of six most common ferns.

Forest trees — oaks, birches, walnuts, poplars, pines, spruce, hemlock, larch. Study of woods.

Observe golden-crowned kinglet, white-throated sparrow, myrtle warbler, fox sparrow, indigo bunting, Wilson's thrush, black-throated-green warbler. The migration of birds.

Recognize and name and make brief studies of the currant worm, canker-worm, gypsy moth. Dragon flies — ten spot, white tail, water prince, wind sprite, damsel fly, green darner.

Mutual relations of plants and animals.

Making lists of all known birds with dates of first appearance, using Ford's "The Birds of Andover" for this purpose.

Recognize the planets, pole star, and the principal circumpolar constellations, as Ursa Major, Orion, Pleiades, Cassiopeia, Andromeda, Taurus, Perseus, Cygnus. The revolution of the Dipper. Morning and evening stars.

Lessons on magnetism ; simple experiments in frictional and current electricity.

Simple experiments showing the properties of O, N, H, C, carbonic dioxide. Composition of water and air. Acids, alkalis, salts.

Supplementary Reading —

"Starland,"	<i>Ball</i>
"Wilderness Ways,"	<i>J. W. Long</i>
"Wild Apples,"	<i>Thoreau</i>
"Citizen Bird,"	<i>Wright</i>
"The Stars in Song and Legend,"	<i>Porter</i>
"Storyland of Stars,"	<i>Pratt</i>

Selections for Memorizing —

"The Birds of Killingworth,"	<i>Longfellow</i>
"To the Dandelion,"	<i>Lowell</i>
"The Chambered Nautilus,"	<i>Holmes</i>

Desk Books —

Jackman's Nature for Grammar Grades.

Shaw's Physics by Experiment.

Harrington's Physics for Grammar Grades.

GENERAL REFERENCE BOOKS.

"Elementary Lessons in Zoology,"	.	<i>Needham</i>
"Birdcraft,"	. . . . .	<i>Mabel O. Wright</i>
"Bird Neighbors."	. . . . .	<i>Blanchan</i>
"Handbook of Birds,"	. . . . .	<i>Chapman</i>
"Botany,"	. . . . .	<i>Bailey</i>
"A Guide to the Wild Flowers,"	.	<i>Lounsberry</i>
"How To Know the Wild Flowers,"	.	<i>Dana</i>
"First Studies of Plant Life,"	. . . . .	<i>Coulter</i>
"The Folklore of Plants,"	. . . . .	<i>Dyer</i>
"Familiar Flowers of Field and Garden,"		<i>Matthews</i>
"Forest, Field and Wayside Flowers,"		<i>Going</i>
"Trees of the Northern United States,"		<i>Apgar</i>
"Ten Common Trees,"	. . . . .	<i>Stokes</i>
"Familiar Trees and Their Leaves,"	.	<i>Matthews</i>
"Grasses, Sedges and Rushes,"	. . . . .	<i>Knoebel</i>
"Familiar Life in Field and Forest,"	.	<i>Matthews</i>
"Corn Plants— Their Uses and Ways of Life,"	. . . . .	<i>Sargent</i>
"Insect Life,"	. . . . .	<i>Comstock</i>
"Everyday Butterflies,"	. . . . .	<i>Scudder</i>
"Stories of Insect Life,"	. . . . .	<i>Weed</i>
"Life Histories of American Insects,"		<i>Weed</i>
"Nature for Its Own Sake,"	. . . . .	<i>Van Dyke</i>

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1902

ANDOVER, MASS.
THE ANDOVER PRESS
1903

SCHOOL COMMITTEE

J. NEWTON COLE, *Chairman*, - - - Term expires 1903
28 Chestnut Street.

WILLIAM SHAW, - - - Term expires 1903
Ballardvale.

CHARLES H. SHEARER, - - - Term expires 1903
16 Abbot Street.

GEORGE T. EATON,* - - - Term expires 1904
73 Bartlet Street.

MRS. ELLA S. MORRILL, - . - Term expires 1904
West Parish.

MRS. L. A. WILSON, - - - Term expires 1904
Ballardvale.

JOHN ALDEN, - - - Term expires 1905
6 Punchard Avenue.

THOMAS DAVID, - - - Term expires 1905
61 Mineral Street.

COLVER J. STONE, - - - Term expires 1905
115 Main Street.

Secretary and Superintendent,

CORWIN F. PALMER, - - - 16 High Street

* Mr. Eaton was elected Sept. 8, 1902, at a joint meeting of the Selectmen and School Committee in place of John L. Brewster, resigned, whose term of office would have expired in 1904.

GENERAL COMMITTEES

Auditing and Advisory

J. NEWTON COLE,

CHARLES H. SHEARER,
MRS. E. S. MORRILL.

Teachers and Janitors

JOHN ALDEN,

GEORGE T. EATON,
MRS. L. A. WILSON.

Books and Supplies

WILLIAM SHAW,

THOMAS DAVID,
COLVER J. STONE.

Cornell Scholarship, Phillips Academy

COLVER J. STONE,

CHARLES H. SHEARER
J. NEWTON COLE

Cornell Scholarship, Abbot Academy

JOHN ALDEN

MRS. E. S. MORRILL
MRS. L. A. WILSON

DISTRICT COMMITTEES

Stowe and John Dove:

JOHN ALDEN

COLVER J. STONE,
J. NEWTON COLE

Indian Ridge, Bradlee, and Richardson:

MRS. L. A. WILSON,

WILLIAM SHAW,
THOMAS DAVID.

West Centre, North, Abbott, Bailey, and Osgood:

MRS. E. S. MORRILL,

GEORGE T. EATON,

MRS. L. A. WILSON.

Punchard High School:

JOHN ALDEN,

GEORGE T. EATON,

MRS. L. A. WILSON.

TRUANT OFFICERS

ALEXANDER DICK, 21 Bartlet Street.

NATHAN SHATTUCK, Ballardvale.

COMMITTEE MEETINGS

The first Monday evening of each month, at half past seven, at
the School Committee's room, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8—8.30 A. M. ; 4—5 P. M.

Also on Tuesdays and Fridays, 7—7.30 P. M.

at School Committee's Rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bells and whistle. When the signal, 3-3-3, is heard at 8 o'clock in the morning or at 12.30 noon, there will be no school for the kindergarten, and first, second, and third grades. If the signal is repeated at 8.10 A. M. or 12.40 noon, there will be no school for all grades. The second signal will be given only in very severe storms.

CALENDAR FOR THE SCHOOL YEAR, 1902-1903.

FALL TERM

Begins September 8, 1902. - - - Ends December 19, 1902.

WINTER TERM

Begins January 5, 1903. - - - Ends March 27, 1903.

SPRING TERM

Begins April 6, 1903. - - - Ends June 19, 1903.

FALL TERM

Begins September 7, 1903. - - - Ends December 18, 1903.

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1902,	980
Number of children between seven and fourteen years of age,	711
Number of children fourteen years of age,	77
" " thirteen "	99
" " twelve "	119
" " eleven "	100
" " ten "	110
" " nine "	102
" " eight "	97
" " seven "	86
" " six "	91
" " five "	99

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school houses and lots,	100,000
Estimated valuation of books and apparatus,	4,500

III. SCHOOL EXPENSES.

Total amount expended, not including amount expended for high school,	\$25,696.46
Schools,	22,498.70
School houses,	1,699.02
Books and supplies,	1,498.74
Amount expended for current expenses, salaries, fuel, supplies,	23,997.44
Expense per child, based on average number belonging, not including Punchard School,	\$ 25.51
Per cent of current expenses of schools to whole amount raised by taxation,	20.55
Additional expense for Punchard School,	2,711.06

IV. SCHOOL BUILDINGS.

Number of school buildings,	12
Number of rooms,	43
Number of rooms not occupied,	3

V. TEACHERS.

Whole number of teachers, including Punchard School,	44
Number of principals of buildings,	6
Number of principals of kindergartens,	2
Number of kindergarten assistants,	2
Number of special teachers,	4

REPORT OF TRUANT OFFICER

Number of cases reported,	68
Number of cases truancy,	36
Number detained at home by sickness,	15
Number detained at home unnecessarily,	15
Number detained at home because of insufficient clothing,	2
Number of cases prosecuted,	0

ALEX. DICK,

Truant Officer.

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 20, 1902.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership	Average Attendance.	Per cent. of Attendance
Stowe	IX	Anna E. Chase	43	40.8	37.6	92
	VIII	Louise Morrison	37	34.1	31.9	91
	VII	Florence Ash	53	47.2	45.1	98
	VI	Grace Hill	48	46	42.8	90
	V	Carolyn A. Dean	52	47.3	41.4	87
John Dove	Special	{ Louise Comstock	20	16.8	15	90
		{ Marcia Richards				
	IV	Edith A. McLawlin	49	40.4	36.2	90
	III	Harriet W. Carter	45	37.6	35.7	90
	III-II	Mary E. Milligan	46	40	34.1	85
	II	Jennie S. Abbott	43	37.2	32.3	87
	I	Marion Paine	39	30.6	26.5	87
	I	Adele H. Duval	40	30	26.3	88
Indian Ridge	Kind'r'g't'n	{ Evelyn P. Reed	58	45.3	38.9	86
		{ Mary E. Scott				
	VIII-VII	Margaret C. Donovan	34	32	30.4	95
	VI-V	Mabel Gertrude Carley	48	45.4	42.7	94
	IV-III	Jean A. Birnie	50	44.9	42.2	94
	II-I	Alice S. Counts	36	29.6	27.2	92
Bradlee	Kind'r'g't'n	{ Florence M. Prevost	26	19.4	16.7	92
		{ J. Gertrude Jackson				
	IX-VIII	Clara A. Putnam	29	24.5	22.9	98
	VII-VI	Jessie B. F. Greene	34	28.4	27.1	95
	V-IV	Annie M. Downes	32	28.6	25.8	98
	III-II	Ruby S. Copeland	42	36.8	34.2	93
	I	Florence I. Abbott	19	15.2	13.8	91
	Kind'r'g't'n	{ Florence M. Prevost	23	17.9	16	89
Richardson		{ Mary E. Scott				
	VI-IV	Grace E. Feeney	27	20.5	19.4	95
West Centre	III-I	Helen W. Battles	34	29.6	27.2	92
	I-VIII	Emily F. Carleton	27	25.2	22.4	90
North	I-VII	Susie May Jordan	20	15.3	13.9	91
Abbott	I-VII	Mabel S. Robinson	26	22.1	18.3	82
Bailey	II-IX	Eva A. Hardy	10	8.5	7.6	89
Osgood	I-VIII	Cecilia Kydd	28	23.6	19.6	83

Number of pupils in all schools,	1,171
Average membership,	1058.8
Average attendance,	982.2
Per cent. of attendance,	93
Highest per cent. of attendance in any school; Stowe, Grade VII.,	97.7
Number of children in school under five years of age,	95
Number of children in school between five and fifteen years of age, not including Punchard Free School,	953
Number of children in school between seven and fourteen years of age, not including Punchard Free School,	763
Number of children in school over fifteen years of age, not including Punchard Free School,	17

LIST OF TEACHERS

Corrected Jan. 1, 1903.

PUNCHARD SCHOOL.

NAME.	P. O. ADDRESS.
S. HALE BAKER, Acting Principal, <i>Greek and Latin.</i>	Malden.
WM. J. HENDERSON, <i>Sciences.</i>	61 Chestnut Street.
MARY JOSEPHINE HODGDON, <i>History and English Literature.</i>	173 Main Street.
FRANCES ELEANOR BROOKS, <i>French and German.</i>	61 Chestnut Street.
GRACE LINA BURTT, <i>Mathematics.</i>	P. O. Box 737, West Parish.
ADELAIDE F. PERKINS, <i>English Composition and History.</i>	116 Main Street.
ALICE A. BROWN, <i>Commercial Branches.</i>	61 Chestnut Street.

STOWE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS
IX	Anna E. Chase, Prin.,	R. F. D., No. 1, Lowell.
VIII	Louise Morrison,	29 Chestnut Street.
VII	Florence Ash,	16 Morton Street.
VI	Grace Hill,	67 Bartlet Street.
V	Carolyn A. Dean,	77 Main Street.
Special	Marcia Richards,	94 Main Street.

LIST OF TEACHERS.

11

JOHN DOVE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IV	Annie M. Downes, Prin.,	16 Morton Street.
III	Harriet W. Carter,	31 Bartlet Street.
III, II	Mary E. Milligan,	94 Main Street.
II	Jennie S. Abbott,	Upland Road.
I	Addle H. Duval.	Cor. Whittier and Summer St
I	Marion Paine,	134 Main Street.
Kindergarten	Evelyn P. Reed, Prin.,	23 School Street.
	Mary E. Scott, Asst.,	Ballardvale.

INDIAN RIDGE SCHOOL.

VIII, VII	Margaret C. Donovan, Prin.,	22 Brook Street.
VI, V	Mabel Gertrude Carley,	107 Main Street.
IV	Jean A. Birnie,	323 No. Main Street.
III, II	Ethel R. Coleman,	Railroad Street.
I	Alice S. Coutts,	34 Maple Avenue.
Kindergarten	Florance M. Prevost, Prin.,	67. Bartlet Street.
	J. Gertrude Jackson, Asst.,	28 Maple Avenue.

BRADLEE SCHOOL.

IX, VIII,	Clara A. Putnam, Prin.,	115 Mineral Street.
VII, VI	Jessie B. F. Greene,	Ballardvale.
V, IV	Cecilia A. Kydd,	22 Cuba Street.
III, II	Ruby S. Copeland,	Ballardvale.
I	Florence I. Abbott,	Upland Road.
Kindergarten	Florance M. Prevost,	67 Bartlet Street.
	Mary E. Scott, Asst.,	Ballardvale.

RICHARDSON SCHOOL.

III—I	Helen W. Battles, Prin.,	31 Lowell Street.
VI—IV	Grace E. Feeney,	Holt District.

WEST CENTRE SCHOOL.

Emily F. Carleton,	67 Summer St., No. Andover
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NORTH SCHOOL.

Jessie E. Barber,	106 So. Broadway, Lawrence.
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REPORT OF SCHOOL COMMITTEE.

ABBOTT SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
	Mabel S. Robinson,	128 So. Broadway, Lawrence.

BAILEY SCHOOL.

Eva A. Hardy,	R. F. D., No. 1, Lowell.
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OSGOOD SCHOOL.

Louise V. Bowker,	Haggetts Station.
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SPECIAL TEACHERS.

Drawing — Amy M. Pleadwell,	43 Whittier Street.
Music — Elizabeth Hoar,	15 Morton Street.
Physical Training — Agnes Otis Brigham,	67 Bartlet Street.
Sewing and Cooking — Bessie P. Goldsmith,	60 Elm Street.

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover:

Your school board is again called upon to make its annual report, and is gratified to be able to say that notwithstanding some adverse circumstances the year has been, on the whole, a successful one in the schools.

The fuel question has been an unpleasant feature of the winter months, but the town was fortunate in having on hand at the John Dove and Bradlee School buildings a considerable quantity of hard coal, some of which has been taken to other buildings, thus helping out the situation to a great extent.

The most radical change in the work of the year is that for the first time a high school has been for a portion of the period under the direction of your board. The problems arising in connection with this change have been somewhat perplexing, but the trustees of the Punchard Free School cooperated very heartily with the board in arranging for the organization of the work and the school seems to be well started under the new conditions. Mr. F. O. Baldwin was re-appointed principal of the combined Punchard Free School and Punchard High School, but the burdens of the work were such as to impair his health so that he felt obliged to seek rest and finally to resign his position. Mr. Baldwin was a most excellent instructor and it is much to be regretted that circumstances were such as to necessitate this change. Mr. S. Hale Baker of Malden, formerly principal of the high school at Willimantic, Conn., was secured to take charge of the school for the balance of the year and under his administration the school seems to be making good progress.

The Punchard Building is far from being adequate for the present demands of the school and this has been a great handicap on the work. Your board had in mind a plan for adding two rooms over the extension put on a few years ago, but on further consideration it was feared that this addition might be insufficient to meet the needs of the school for more than a few years at the best; it is proposed, therefore, to ask the town for a small appropriation to make some changes in the large school room so as to secure an additional room and also to take off the roofs of the two porches which cut off so much light. This will probably accommodate the school until it can be better determined how much growth it is necessary to provide for. As soon as a building can be erected for the kindergarten and manual training departments, as well as to accommodate the constantly increasing attendance at the John Dove building, the cooking department can be removed from the basement of the Punchard Building and the room secured for the much needed sanitary arrangements.

The question of changes in the country schools has been given much attention during the year, with the result that it has been decided to propose the moving of the Bailey schoolhouse to a point on the road from Mr. E. W. Boutwell's to the River road, a short distance from the latter, and to have one school for the pupils of the Abbott and Bailey districts. This change is understood to be favored by a majority of the parents in these districts, and if carried out the result will be a good schoolhouse with basement and furnace, and a school of such size as will tend to increase the interest and stimulate the pupils in their work.

The transportation of the pupils from the Scotland district seems to be giving universal satisfaction, and the advantage of being in the centre schools is outweighing

the objection to the loss of a school in the immediate neighborhood.

The attention of all parents and citizens is asked for the accompanying report of Superintendent Palmer.

The estimates of requirements for the current year are as follows :

For schools,	\$28,000
For schoolhouses,	2,000
For school books and supplies,	2,000

Respectfully submitted,

For the Board,

J. NEWTON COLE, *Chairman.*

SUPERINTENDENTS' REPORT

To the School Committee of Andover:

I have the honor to submit herewith the thirteenth annual report of the schools under your control.

Since my report of one year ago my time has been much occupied in putting into force the new course of study which was then published, in familiarizing myself with the schools, studying the capabilities of the teachers and getting acquainted with the children and their parents. I have also tried to so systematize the numerous business and professional details of my office that they may be attended to without too serious a draft on my time, thereby giving me more opportunity to aid the teachers in the work of the schoolroom and to formulate and promote the larger educational interests of the community.

Fortunately we have had few changes in our teaching force. Miss Edith McLawlin, who had so long and successfully served the town as teacher and principal of the John Dove School, at the close of last school year declined a re-election and Miss Annie M. Downes, teacher of Grades IV and V in the Bradlee School was elected to the position. The choice has proven a wise one.

On account of the crowded condition of the rooms at the Indian Ridge School it has been necessary to fit up an additional room there and employ an extra teacher. This has involved some increase in the expense, but the results have fully justified the outlay.

NEW OFFICE ROOMS

The work of the office was hampered in the early months of the present school year by the temporary quar-

ters which we then occupied but this inconvenience is now fully compensated for in the beautiful and commodious rooms provided for our use in the remodeled Town Hall.

SPECIAL SCHOOL

At the opening of the school year the plan of the special school was so modified as to make it a general tutoring school for pupils of intermediate grades. The number of pupils was increased to thirty, about one half of whom consist of children of somewhat retarded and irregular development who need special assistance until they become fitted for regular grade work, and the remainder is made up of the quicker and more alert pupils of Grade IV, who it is thought may be promoted to Grade VI at the close of the present year.

SPELLING

Experience has shown that a good spelling book is a valuable aid in teaching children to spell. The more or less desultory work based upon lists of words selected from current lessons is not sufficient. A drill book is needed. Blaisdell's Speller has accordingly been introduced into Grades IV and VI on trial. The results are highly satisfactory and I recommend that its use be extended to Grades V and VII.

COOKING

At the beginning of the school year a school kitchen was installed in the basement of the Punchard building. It was equipped so that individual work could be done by a class of eighteen at the same time. All the desks and other furniture, utensils, range, etc., are of good quality and may be transferred to any more commodious quarters that may be provided.

The work was made optional to the girls of Grades VIII and IX. All the girls of these grades, after an opportunity

had been given them to talk over the matter with their parents, were enthusiastic in their desire to enter the classes.

The lessons occupy an hour and three-quarters each, the eighth grade girls taking a lesson once in two weeks and those of the ninth grade once a week.

The interest has been well sustained and I feel that the work has been quite successfully inaugurated and that it has met with encouraging response from the patrons of the schools thus far.

SEWING

Weekly lessons of forty to forty-five minutes each have been given all the children of Grades IV and V and a portion of the pupils of Grade VI. The boys have taken as much interest in the lessons as the girls and have made as much progress. Clumsy fingers have become more deft and respond much more readily to the will than at the beginning of the year. Eyes have been trained to see more accurately and hands to execute delicate movements, and through this motor training the children are receiving most effective intellectual training. The work is well started and good progress has been made. It is hoped that we may extend this instruction to the girls in some of the upper grades.

For a more extended account of the work in sewing and cooking the reader is referred to Miss Goldsmith's report.

FRENCH OR LATIN IN THE UPPER GRAMMAR GRADES

If a child is to study a foreign language he ought if possible to have an opportunity to do so before the high school age. The beginnings of language study are best made then. French or Latin should alternate with the study of technical English grammar in Grades VIII and IV. It has been fully demonstrated that the study of a

foreign language in these grades instead of detracting from, illuminates and infuses new life into the study of English. Of the two languages mentioned French is preferable were it not for the fact that the regular teachers are not as capable of giving instruction in it as in Latin.

DISTRIBUTION OF FLOWER SEEDS

Last spring the Village Improvement Society through the co-operation of the teachers distributed 2000 packages of flower seeds among the children in the schools. The details of the plan were explained to the children by the teachers, and envelopes about 4 1-2 x 7 1-2 inches were distributed, upon which was printed the following :

Andover Village Improvement Society

SEEDS FOR 1902

PRICE, ONE CENT A PACKAGE

Mark a Cross (X) opposite the varieties you want

Alyssum, Sweet white 6 inches high		Morning Glory , a climber mixed colors 12 ft. high	
Balsam mixed colors 2 1-2 ft. high		Nasturtium , a climber yellow, orange and red 6 ft. high	
Four-o'clock yellow, white and crimson 2 ft. high		Nasturtium , dwarf yellow, orange and red 1 ft. high	
Marigold yellow and brown 1 ft. high			

Hand in this card with your money.

Mark the amount of money here..... cents.

Your seeds will be delivered to you about April 25th.

Write your name here.....

Address.....

Many children selected all the varieties offered. Of course the whole matter was optional. It was thought better to charge the nominal price of one cent a package than to distribute the seeds gratuitously. The children would better appreciate that which cost them something. Subsequently a lady offered five first prizes of one dollar each and five second prizes of fifty cents each for the best gardens or window boxes. All children who wished to compete were asked to hand in their names. One hundred and thirty children responded. A committee of the Society after the expenditure of a great deal of time and labor in visiting the gardens announced the following awards :

FIRST PRIZE

Raymond Billington,	Ballardvale
Walter Remmes,	Woodland Road
Mary and Elizabeth Dick,	3 Cuba Street
Nellie and Wendell Kydd,	1 Mineral Street
Agnes and Malachi Lynch,	48 Morton Street

SECOND PRIZE

Maggie Newhook,	School Street
Arthur Eastwood,	189 North Main Street
Ethel Gardner.	Ballardvale
Emma Holden,	25 Phillips Street
John Symonds,	88 Central Street

The children took great interest in the matter and the efforts which many made to make neglected spots and corners bloom well repaid the ladies of the society having the matter in charge.

BEAUTIFYING SCHOOL GROUNDS

The citizens of Andover justly take pride in the natural beauties of the town. Two associations, the Village Improvement Society and the Indian Ridge Association, and the Board of Park Commissioners are taking an active

interest in preserving and enhancing those beauties. Such organizations are doing a valuable public service and one that should enlist the hearty support of every loyal citizen of the town. Shrewd business men are coming more to realize that the natural beauties of a place have not only an aesthetic and educational value but a commercial value as well. Especially is this true of a town like Andover that seeks to become a desirable place of residence not only for a large school population but likewise for business and professional people. Money judiciously expended for beautifying the town, will surely yield handsome returns in the increased demand for real estate as well as in the quality of its population. This is the experience of towns of like character everywhere. No small factor in all this is the public schools, their buildings, appointments and grounds.

The school grounds of Andover would lend themselves readily to plans of beautification. I recommend that a competent landscape gardner be employed to present plans for grading when necessary, and laying out walks and flower beds and planting trees and shrubs. These plans should extend to all the district schools as well as to the larger central schools. I recommend that a suitable sum be appropriated annually and that the work be put in charge of the Board of Park Commissioners, acting in co-operation with the School Committee.

PLAY GROUNDS.

This discussion brings up the question of play grounds. These should be liberally provided for in a separate and distinct portion of the school premises. Here space should be accorded and laid out for baseball, football, tennis, basketball, etc., and provision made for the smaller children in the way of swings, sand gardens, and the like. Much mischief comes into the lives of children because no definite arrangements are made for engaging and directing their play activities out of school hours.

The work of the schoolroom is rendered more difficult and in some cases its results are even entirely negatived because of a lack of attention to this matter.

It is mis-directed zeal and a mistaken sense of duty for a teacher to spend the recess time in the schoolroom with a few restless spirits while the mass of her pupils is turned loose in basement or playground without any oversight. Teachers and pupils alike need this contact out of school hours, and the little offender who with his teacher suffers confinement at recess because of misdirected energy in school hours needs the play ground for a safety valve.

The Punchard School is especially in need of play grounds. It is radically wrong and demoralizing to compel the boys and girls there to crowd together in the basements as the only relief from the schoolrooms at recess time.

NO-SCHOOL SIGNAL

The question as to whether to sound the no-school signal or not is often a perplexing one. In the first place there is a great diversity of opinion in the community on this subject. Light rains and snows, and only moderately bad walking are sufficient to keep the children of some families at home, while others are not daunted by very much greater obstacles in the way of bad weather. Making due allowance for delicate health and insufficient clothing which may render it advisable for some children to remain at home on bad days, I cannot but feel that unless the weather is quite inclement it is better that children should attend to their regular school duties. Too much sounding the no-school signal is demoralizing to the schools. The more it is sounded the more it is expected. While we must regard the health of the child as of the first importance, yet we should not overlook the serious injury that is done children from too much coddling and encouraging the habit of shrinking from slight obstacles.

Is not the present generation of children in danger of losing in that sturdy self-reliance and rugged character so essential to the highest success and happiness?

In the second place it is often difficult in our changeable New England climate, to tell an hour in advance what the weather is to be. It is a much easier proposition to tell at nine o'clock whether the no-school signal should have been rung or not than it is an hour earlier to forecast the weather of the forenoon.

And then it must not be forgotten that the schools are kept up at a daily expense to the town of about \$175. This amount must be paid whether school keeps or not, and it seems fitting and right that if any considerable number of children are able to attend school and their parents desire to send them, the schools should be kept open to receive them. If other parents are unwilling to send their children the responsibility rests with them.

SCHOOL ATTENDANCE

This brings up the whole matter of school attendance. The statute upon the subject reads as follows :

“Every child between seven and fourteen years of age shall attend some public day school in the city or town in which he resides during the entire time the public day schools are in session. * * * * *

The superintendent of schools or, if there is no superintendent of schools, the school committee, or teachers acting under authority of said superintendent or committee; may excuse cases of necessary absence.

Every person having under his control a child as described in this section shall cause him to attend school as herein required ; and if he fails for five day sessions or ten half-day sessions within any period of six months while under such control to cause such child, whose physical or mental condition is not such as to render his attendance at school harmful or impracticable, so to attend school, he shall, upon complaint by a truant officer and conviction

thereof, be punished by a fine of not more than twenty dollars."

I have thought proper to quote the statute governing school attendance because I find there is a considerable number of parents in the community that are not acquainted with its provisions. It will be seen that it is not left optional with parents or school officials whether children attend school or not. Attendance is mandatory, except in case of physical or mental inability, every day the schools are in session. Upon school officials and teachers rests the responsibility of seeing that the law is enforced and they do not perform their whole duty to the community while children are permitted to remain out of school on slight or flimsy pretexts. It is the general rule that the pupil who needs most to be in school every day is the one who is most irregular in attendance. In fact one of these conditions is the logical sequence of the other. And yet the loss to the child is not merely of time; there is the increased lack of interest which comes from interrupted work and lessons lost. Moreover when the pupil returns to school he is unable to carry on his work with his class because of the lessons which he has missed during his absence, and it is often only after a struggle upon the part of the pupil and special instruction from the teacher that he is able to do the regular class work satisfactorily. Pupils quick of apprehension, attentive and studious, do not find it so difficult to make this adjustment, but others are permanently crippled and never fully recover from the loss. But to make matters worse, it not infrequently happens that about the time when the pupil has somewhat recovered from the ill-effects of his former absence, there comes another break in his attendance, and so matters go; the child sinks deeper and deeper into the slough of despondency and parents wonder why he does not take more interest in school and why he does not get on better. An-

other serious result of irregular attendance and tardiness is the influence it exerts upon the child's character. Children of school age are forming habits for good or bad, habits that become so thoroughly interwoven with the very texture of their natures that they influence the whole of their future lives. If the man or woman is to be prompt, self-reliant, thoughtful of duty, industrious; if he is to have an aim in life, not shirking, the child must be daily trained to habits that make for these qualities. This is a truism, but one that needs to be often repeated.

DAILY PROGRAMMES

The following table has been prepared as a basis for the daily programmes. The figures indicate the number of minutes per week devoted to each subject. The school week consists of five days of five hours each, 1500 minutes in all.

GRADES	I	II	III	IV	V	VI	VII	VIII	IX
Opening and General Exercises,	50	50	50	50	50	50	50	50	50
Recesses,	200	175	150	125	100	100	100	100	100
Physical Culture,	50	50	50	75	75	50	50	50	50
Reading,	500	400	300	200	150	150	125	100	100
Spelling,		75	75	100	100	100	75	75	50
Language and Literature	120	150	150	175	200	200	225	250	250
Mathematics	100	100	150	175	200	200	200	200	200
Penmanship,	75	75	100	100	100	75	50		
Geography,	50	50	75	100	125	150	200	175	175
History and Civics,	50	50	75	75	100	125	125	180	200
Nature Study,*	100	100	100	100	75	75	75	75	100
Music,	75	75	75	75	75	75	75	75	75
Drawing,	70	75	75	75	75	75	75	75	75
Manual Training,	60	75	75	75	75	75	75	75	75

* Includes Physiology and Hygiene.

MANUAL TRAINING

The value of manual training as a part of our scheme of education is now universally recognized. All discussions among educators in this country and in Europe and all the

results of the schools but confirm the principle that any course of study which does not give a prominent place to the training of the hand is radically defective. The hand is an extension of the brain ; develop the one and you develop the other. More, the brain is only imperfectly developed unless the hand be trained. Something more than manual dexterity is thus acquired. In developing the motor parts of the brain energy and force of character are developed. Motor ideas control the voluntary muscular movements. They are the raw material out of which the will is developed. A close relation exists between the physical and moral fiber of the man. Closely knit muscles and strong will power go together.

If the child is to be trained to use his hands skillfully it must be while the motor areas of his brain are growing. A certain degree of skill may be attained by training which is deferred to a later period of life, but not the highest. The beginning must be made in childhood else the result will never be the same. Any organ then is best developed at the time of most rapid growth. For manual training the best period is between the ages of five and fifteen. Neglect it then and the child suffers a loss from which he can never wholly recover.

Besides manual dexterity and will power this form of education cultivates the judgment and taste, in the effort necessary to secure correctness of detail and graceful proportion in the objects made. It also cultivates the ethical side of the child's nature, gives an aim and a fruition to the drawing and art work and relieves the nervous tension occasioned by a too exclusively intellectual application to abstract subjects. Last, but by no means least, manual training cultivates interest in and respect for manual labor. Below is given a very brief outline of a course in manual training for the grades below the high school.

GRADE I.

Measurement and construction. Paper cutting, folding and pasting.

Clay modeling.

Paper weaving and card sewing.

GRADE II.

Measurement and construction. Paper cutting, folding and pasting.

Clay modeling.

Raphia braiding and weaving.

GRADE III.

Cardboard construction.

Raphia braiding and sewing.

Reed weaving ; mats and baskets.

GRADE IV.

Sewing. (Boys and girls.)

Raphia and reed work continued.

Cardboard construction from working drawings.

GRADE V.

Sewing. (Boys and girls.)

Reed basket work.

Paper sloyd, the pupils making their own working drawings.

GRADE VI.

Woodwork ; whittling from prepared wood. (Boys.)

Sewing, darning and mending. (Girls.)

GRADE VII.

Whittling from working drawings made by pupils. (Boys.)

Sewing, mending and patching. Darning. (Girls.)

GRADE VIII.

Sloyd. Mechanical drawing. Pupils make their own working drawings. (Boys.)

Cooking and domestic art. Foods. (Girls.) (See course.)

GRADE IX.

The work of Grade VIII extended and developed. (See course.)

PARENTS' DAY

It is to be regretted that parents do not visit the schools oftener and that they cannot confer more frequently with the teachers in regard to the school life and work of their children. It goes without saying that there should be the closest and most sympathetic cooperation between parents and teachers. There should be frequent conferences and all in the spirit of mutual helpfulness. The training of a child is not an easy task. It calls for wisdom, patience, sympathy and love abounding. Teachers like parents are but human and like them have human weaknesses. Especially as soon as it appears that matters are not going right with the boy or girl at school, parent and teacher should seek each other out and talk matters over frankly, and then each pledge the other the help that each needs.

As an aid to this better understanding we have set apart an afternoon when the teachers and pupils of each school could invite parents to visit them. The invitations are written by the children, even the little people of the first grade proudly carrying home to their parents the tiny note which their baby hands had written. The aim was as far as possible to show the regular oral and written work of all the children in the schools and give parents and teachers a chance to meet each other. The attendance of parents has been very encouraging; as many as one hundred and fifty parents responding to the invitations from some of the larger buildings and a correspondingly large number in the case of the smaller schools. The results have been as highly satisfactory to parents as they have been encouraging and stimulating to pupils and teachers.

CHILDREN'S READING

One very important function of the school is to bring the child into contact with good books, to create an interest in them and to improve his ideals. It is the only way to stem the tide of trashy and vicious stuff with which the county is flooded. A taste for good books is such a strong safeguard to character that its importance cannot be over-estimated. In this educational work the public library is the natural ally of the public school.

Children's books should be selected by persons who not only know children and have a loving sympathy with them, but who are able to cull out from the great mass of juvenile literature that which is good, stimulating, elevating. I have said that children should be brought into contact with books. This cannot be done through a catalogue. Men and women need to see books, open them, sample them; much more do children. Books should not be barricaded like the valuables in safe deposit vaults. They should be where people can get hold of them. Experience shows that people can be trusted with books, that it does the people good and does the books no harm. Anyway books are made for use, and not to grow old and rusty and out of date on the inaccessible shelves of a library. Every library should have a room, alcove or cosy corner set apart for the exclusive use of children. Here should be ample shelves filled with carefully selected books within easy reach of the child and which he is at liberty to browse among, taking them down, turning over the leaves, reading bits here and there, looking at the pictures, getting acquainted with them. Then these books should not be deprived of all their outward attractiveness, by being covered. When the artist and the bookbinder have united to give beauty and character to a book, it seems too bad to put it with all its fellows into overalls of

drab cover-paper. And why? The cover of a book lasts as long as the leaves. It is only the binding which breaks and that is not strengthened by a paper cover.

PUNCHARD SCHOOL

According to the terms of agreement entered into a year ago, at the beginning of the present school year in September, your committee with the trustees of the Punchard Free School assumed joint charge of the Punchard School, the trustees retaining the immediate control of those teachers and courses of study which constitute the Punchard Free School, while your committee have exclusive charge of the teachers and courses which constitute the Punchard High School.

Mr. Frank O. Baldwin was elected by both boards the principal of the Punchard School. The following corps of instructors was selected :

Upon the part of the Trustees :

WILLIAM J. HENDERSON,
Sciences.

GRACE LINA BURTT,
Mathematics.

ALICE A. BROWN,
Commercial Branches.

Upon the part of the School Committee :

MARY JOSEPHINE HODGSON,
History and English Literature.

FRANCES ELEANOR BROOKS,
French and German.

ADELAIDE F. PERKINS,
English Composition and History.

The following course of study was printed in leaflet form and a copy mailed to every former and prospective member of the school previous to the opening of the school year.

COMPLETE LIST OF SUBJECTS

	FIRST YEAR.	SECOND YEAR.	JUNIOR YEAR.	SENIOR YEAR.
English.	4 Grammar and Composition, 2 (narrative) American Literature, 2	4 Rhetoric and Composition, 2 (narrative and descriptive) English Literature, 2	4 Rhetoric and Composition, 2. (more formal study) English Literature, 2	4 Rhetoric and Composition, 2 (argumentative) English Literature, 2.
Latin.	5 Lessons. Gradatim. Viri Romae. Sight Reading.	5 Viri Romae. Caesar. Nepos. Prose Composition. Sight Reading.	5 Cicero. Ovid. Prose Composition. Sight Reading.	5 Virgil. Prose Composition. Sight Reading.
Greek.		5 Lessons. Anabasis. Prose Composition. Sight Reading.	5 Xenophon. Prose Composition. Sight Reading.	5 Homer. Herodotus. Prose Composition. Sight Reading.
French.		4 Lessons. Authors. Prose Composition. Sight Reading.	4 Authors. Prose Composition. Sight Reading.	4 Authors. Prose Composition. Sight Reading.
German.			4 Lessons. Authors. Prose Composition. Sight Reading.	4 Authors. Prose Composition. Sight Reading.
History.	3 England.	4 Greece, two terms. Rome, one term.	4 Rome, one term. Mediaeval and Modern, two terms.	4 United States with Civil Government, 3. History of Art, 1.
Science.	4 Physics. (elementary)	4 Chemistry.	4 Physiology, one term. Botany, two terms.	8 Physics, College preparatory, 4. Geology, two terms, 3. Astronomy, " 1. Physical Geography, one term, 4.
Mathematics.	5 Algebra.	5 Algebra, 1. Geometry, 4.	3 Algebra. 1 Geometry. 2	3 Solid Geometry.
Commercial Studies.	5 Business Arithmetic, 3 Penmanship and Spelling, 2. (u).	6 Book-Keeping, (u).	9 Shorthand, 3. Typewriting, 4 (u) Book-Keeping, 2 (u)	10 Shorthand, 3 (u) Typewriting, 4 (u) Commercial Geography, half year, 3. Commercial Law, half year, 3.

English, Declamation, Music and Drawing throughout the course. English and Declamation required. Pupils are expected to take Music unless excused. Drawing elective.

GENERAL COURSE

FIRST YEAR.		JUNIOR YEAR.	
1.—English.	4	1.—English.	4
2.—Algebra.	5	2.—Algebra.	1
3.—History of England.	3	3.—Geometry.	2
4.—Physics.	4	4.—Physiology, one term. }	4
5.—Latin.	5	5.—Botany, two terms }	
6.—Drawing.	1	5.—History, Rome, Mediaeval, Modern.	4
7.—Music. (u)	1	6.—Latin.	5
For Normal Schools and Schools of Technology, 1, 2, 3, 5, 6, 7.		7.—French.	4
		8.—German.	4
		9.—Drawing, (u)	1
		10.—Music. (u)	1
		For Normal Schools, 1, 2, 3, 4, 9, 10, and either 6 or 7 and take Arithmetic with 1st year pupils, Commercial Course.	
		For Schools, of Technology, 1, 2, 3, 7, 8, 10 and 4 or 5 or 6.	
SECOND YEAR.		SENIOR YEAR.	
1.—English.	4	1.—English.	4
2.—Algebra.	1	2.—Solid Geometry.	3
3.—Geometry.	4	3.—Latin.	5
4.—History, Greece and Rome.	4	4.—History of U. S., with Civil Govt.	3
5.—Chemistry.	4	5.— { Geology, 3, two terms. }	4
6.—Latin.	5	5.— { Astronomy, 1, " }	
7.—French.	4	5.— { Phys. Geog., 3, one term }	4
8.—Drawing. (u)	1	6.—Physics, College Preparatory, 2, (u)	
9.—Music. (u)	1	7.—Hist. Art, lectures, (u)	1
For Normal Schools and Schools of Technology, 1, 2, 3, 5, 8, 9, and 6 or 7.		8.—French.	4
		8.—German.	4
		10.—Music, (u)	1
		11.—Drawing, (u)	1
		For Normal Schools, 1, 4, 5, 6, 10, 11 and 3 or 8 or 9.	
		For Schools of Technology, 1, 2, 4, 6, 8, 9, 10.	

COLLEGE COURSE.

FIRST YEAR.		JUNIOR YEAR.	
1.—English.	4	1.—English.	2
2.—Algebra.	5	2.—Latin.	5
3.—Latin.	5	3.—Greek, 4, 1 (u)	5
4.—History of England.	3	4.—Algebra.	1
5.—Drawing, (u)	1	5.—Geometry.	2
6.—Music, (u)	1	6.—History, Rome, one term.	4
		7.—French.	4
		8.—German.	4
		9.—Drawing, (u)	1
		10.—Music, (u)	1
		Take 1, 2, 3, 4, 5, 6, 10 and 7 or 8.	
SECOND YEAR.		SENIOR YEAR.	
1.—English.	2	1.—English.	2
2.—Algebra.	1	2.—Latin, 4, 1 (u)	5
3.—Latin.	5	3.—Greek, 4, 1 (u)	5
4.—Greek, 4, 1 (u)	5	4.—French.	4
5.—History, Greece and Rome.	4	5.—German.	4
6.—Geometry.	4	6.—Physics, 2, 2 (u)	4
7.—Drawing, (u)	1	7.—Drawing, (u)	1
8.—Music, (u)	1	8.—Music, (u)	1
1, 2, 3, 4, 5, 6, 8, required.		Take 1, 2, 3, 6, 8, and either 4 or 5.	

COMMERCIAL COURSE.

FIRST YEAR.		JUNIOR YEAR.	
1.—English	4	1.—English.	4
2.—Algebra.	5	2.—History, Rome, Mediaeval and Modern.	4
3.—History of England.	3	3.—Shorthand.	3
4.—Physics.	4	4.—Typewriting, (u)	4
5.—Business Arithmetic.	3	5.—Bookkeeping, (u)	2
6.—Penmanship and Spelling, (u)	2	6.—French.	4
7.—Drawing, (u)	1	7.—Drawing, (u)	1
8.—Music.	1	8.—Music, (u)	1
Take 1, 5, 6, 7, 8, and any <i>two</i> other subjects.		9.—Physiology and Botany.	4
		Omit 2, 6 or 9. Take the other subject.	
SECOND YEAR.		SENIOR YEAR.	
1.—English.	4	1.—English.	4
2.—Algebra.	1	2.—History U. S. and Civil Govt.	3
3.—Geometry.	4	3.—Commercial Geography and Law.	3
4.—History, Greece and Rome.	4	4.—Typewriting, (u)	4
5.—Chemistry.	4	5.—Shorthand, (u)	3
6.—Bookkeeping, (u)	6	6.—French.	4
7.—French.	4	7.—German.	4
8.—Drawing, (u)	1	8.—Drawing, (u)	1
9.—Music, (u)	1	9.—Music, (u)	1
Take 1, 6, 8, 9, and two or more other subjects.		Take 1, 3, 4, 5, 9, and select other subjects to make from 16 to 20 periods a week.	

With the course of study was also mailed the following blank with the appended explanatory notes.

[If possible, please fill and return to the Principal on or before August 16, 1902.]

PUNCHARD SCHOOL

ANDOVER, MASS., 1902.

Name (in full)

Date of birth

I desire to pursue the

Course, and I select the following studies for the ensuing year :

.....

.....

.....

.....

.....

.....

I approve of the above choice.

.....
Parent.

Approved,

.....
Principal.

NOTE — The Principal will be at the schoolhouse between the hours of 3 and 4 in the afternoon during the week August 11-16, to confer with parents and pupils who may wish to consult him in regard to selection of subjects of study for the next school year.

EXPLANATION

As a rule, the pupil should select a definite course of study at entrance and should adhere to the course throughout.

The General Course furnishes preparation for schools of technology, normal schools, for college courses not requiring Greek, and is suitable for pupils who have not decided on any definite line of study.

The Commercial Course is designed to prepare the pupil for business life.

The College Course is the ordinary course for preparation for college.

Instead of adopting one of the courses as outlined, pupils may, with the approval of parent and principal, make up a course of study for themselves.

To receive a diploma, a pupil is required to take studies representing sixteen periods of prepared recitations each week. A pupil who takes less than the required amount of work is a Partial Student, and is not entitled to a diploma. Certificates will, on request, be granted to Partial Students who have successfully completed at least one year's work.

No change of courses or studies will be allowed during the year, except for urgent reasons.

No class will be formed in any subject not selected by a sufficient number of pupils.

The figures in the list of subjects and in the courses indicate the number of recitations a week. Some subjects, as Music, Drawing, Bookkeeping, and Typewriting, requiring little or no preparation, are classed as unprepared studies. Each of the unprepared studies counts one-half the amount assigned it in the course of study. Typewriting, for example, counts two periods a week. All such subjects are indicated in the courses thus (*u*).

The enlarged curriculum and increased teaching force have laid the foundation of a modern high school of the highest grade, such a school, it is hoped, as will fulfill all requirements in the way of secondary education, whether the pupil intends, upon the completion of his course, to immediately enter upon the duties of active life, or whether he intends to continue his studies in some higher institution of learning. Andover will not be satisfied with anything short of the best and since its people have provided the means, they have a right to insist that the Punchard School shall be second to none in the Commonwealth.

Several things have conspired thus far to retard the development of the school along the new lines laid out for it. Four out of the six assistant teachers were new to the school, to its pupils, its spirit and its traditions; new to each other. A teacher is not at his best until he has adjusted himself to his new position and got into touch with the community from which comes the patronage of the school.

Then the school has somewhat outgrown the building. There is not a sufficient number of class rooms, and the commercial department in particular is very much cramped in its present quarters. It has been necessary for teachers to meet their classes in Punchard Hall and not infrequently two classes have recited in opposite corners of the same room at the same time. The work in drawing has all been done in the Hall and it has consequently been necessary to move the drawing tables and easels out whenever the room is used for assembly purposes.

But the most disturbing circumstance in the progress of the school in its first half-year was the change of principals. Under normal conditions such a change in the midst of the year's work is a matter of serious import. In this case doubly so. Mr. Frank O. Baldwin, for more than a decade identified with the school as its principal,

under the pressure of ill-health, found it necessary in the third month of the school year to resign. An excellent teacher, and loved and respected by pupils and patrons of the school, he carries with him the sympathy and best wishes of the whole community. Mr. S. Hale Baker, a graduate of Brown University, and formerly principal of the high schools of Provincetown and Ipswich, this state, and latterly of the high school of Willimantic, Conn., was chosen acting-principal for the remainder of the year.

But notwithstanding these drawbacks, good work has been done and commendable progress made along most lines. The school still has some faults, some points of weakness, but none so vital that they may not be in due time eliminated. A first-class school is a growth, a development; it does not spring into existence full-fledged.

The teaching force of the Punchard Free School had for some time been inadequate. The trustees had not sufficient funds at their disposal to meet the present demands. Each instructor was carrying too many classes and in too many subjects. I have every reason to believe they were doing excellent service but the conditions were against them.

The larger corps of teachers has enabled us to strengthen and enlarge the scope of the courses heretofore pursued in the school, notably those in English Literature and Composition, History, Sciences and Mathematics. A two years' course in German has been added and likewise a complete commercial course of four years, including Bookkeeping, Shorthand, Typewriting, Business Arithmetic, Commercial Geography and Commercial Law.

There is no reason why the graduate of our commercial course should not be as well equipped for business life as the graduate of a so-called commercial college. In fact I do not think I am putting it too strong in saying he will be better equipped. Our facilities for instruction are just

as good while the technical training is supplemented and strengthened by a general education and a drill in several other branches which the graduate of a commercial college usually lacks. It is a matter of common complaint among business men that so many graduates of commercial colleges have been trained along too narrow lines. This is no fault of such schools; they do not profess to give a general education.

Music and Drawing have also been added to the curriculum of the school, the special teachers devoting a portion of a day each week to classes there.

One most encouraging feature is the entire harmony and good-will, and the spirit of hearty co-operation that has characterized all in any connected with the administration of, or instruction in the school. This is one of the best guarantees that the Punchard School is to be the strong, excellent, modern high school that its patrons, and especially those who warmly cherish the traditions of old Punchard Free School, so earnestly hope for.

SCHOOL LUNCH

The pupils at Punchard School are compelled to eat their breakfasts in most cases as early as seven o'clock. Many of them do not get home to dinner before two. The only food taken in the meantime is the hastily eaten little lunch of sandwiches, pie, cake or fruit. Some eat nothing, or nothing suitable. This is hygienically wrong and the effect upon school work, especially the latter part of the session, is bad. Boys and girls when hungry are not in the best condition to study or recite. The establishment of the school kitchen in the basement of this schoolbuilding makes it feasible to serve a warm lunch there at a nominal cost and I advise that the experiment be made.

SCHOOLHOUSE NEEDS

Permit me to renew my recommendation of last year that a wing be added to the east side of the John Dove schoolhouse. There is urgent need of better sanitary conditions there. There are two hundred and fifty little children in the school ranging from five to nine years of age. The only toilet arrangements for all these children and their teachers is furnished by the unsanitary and antiquated shed in the rear of the building. On account of the crowded conditions a year ago temporary quarters were provided for the kindergarten in a near-by house. This was the best temporary expedient at hand but the school is cramped, we are compelled to deny many children admission and the accommodations are upon the whole unsatisfactory.

Then there is urgent need of a room equipped for wood working, sloyd, so that when the girls of Grades VIII and IX are taking their lessons in cooking the boys of the same grades can be instructed in the use of wood-working tools.

All these wants could be supplied by building a two-story addition to the John Dove building, and I recommend that this be done at as early a date as possible.

The sanitary conditions at Indian Ridge and Bradlee Schools are fully as primitive but the needs are not quite so urgent on account of the smaller number of young children.

The North schoolhouse needs painting.

The walls and ceilings of the Indian Ridge schoolhouse are dingy and unattractive. They should be tinted.

Fully one half the desks and seats need dressing and varnishing. It is not economy to delay this work longer.

In conclusion I wish to express my appreciation of the cordial, friendly, helpful attitude manifested toward myself

at all times by the patrons of the schools. I must also commend the earnest, devoted work of the teachers and the loyal way in which they have co-operated with me in the great work placed in our charge.

Thanking you, ladies and gentlemen for the continued confidence reposed in me and the pleasant manner in which you have seconded my efforts in behalf of the children of Andover, this report is

Respectfully submitted,

CORWIN F. PALMER.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

To Corwin F. Palmer, Superintendent of Schools :

There were enrolled in the Punchard School during the year ending in June 1902, one hundred twenty-three pupils, of whom seventy-five were girls and forty-eight boys.

Prizes for excellence in various studies were awarded as follows :

J. W. Barnard prizes for excellence in English composition and delivery, to Flora B. Lindsay, a first prize of twenty dollars ; to Harry W. Davies, a second, of twelve dollars ; and to Alice G. Barker, a third, of eight dollars.

The Goldsmith prizes for declamation, given by the Alumni Association, to William C. Bliss and Dorothy B. Logan.

The Mary Starbuck prizes for excellence in letter-writing, to Frank Halstead and Louisa Eaton, each a first prize of three dollars, and to Ernest H. Wood and Sarah H. Pratt, each a second prize of two dollars.

The prizes given by Mr. M. E. Gutterson for excellence in botany, to Miss Katherine T. Hannon, first, and Miss Katherine E. Walsh, second.

June 19, a class of thirteen girls and five boys was graduated, of whom three are pursuing post-graduate studies, three entered Normal School, two continued their studies at Commercial School, one is now in the Institute of Technology and another is in the Agricultural College at Amherst.

The following is the program of graduation exercises :

PRAYER

MUSIC

CHORUS — A Moonlight Boatride, adapted, . . . *Veazie*

Essay — The Princess

LOUISA EATON

SCENES FROM TENNYSON'S PRINCESS

PRINCESS IDA HARRIET LINCOLN ABBOTT

LADY PHYSCHE AGNES FLORENCE GILLEN

LADY BLANCHE CAROLYN AMELIA ABBOTT

MELISSA KATHERINE TERESA ABBOTT

MESSENGER AND HERALD MABEL JANE PEARSON

THE PRINCE WILLIAM ABBOTT HARDY

FLORIAN JOSEPH SOUTAR

CYRIL DANA WRIGHT CLARK

PUPILS MEMBERS OF THE CLASS

MUSIC

CHORUS — God of Our Fathers

PRESENTATION OF CLASS GIFT

Presentation by William Abbott Hardy, Pres. Class of '02

Acceptance by William Cecil Bliss, Pres. Class of '03

PROPHECY HARRIET LINCOLN ABBOTT

AWARD OF PRIZES

PRESENTATION OF DIPLOMAS

BENEDICTION

THE GRADUATING CLASS

Carolyn Amelia Abbott	Harriet Lincoln Abbott
Fannie Louisa Eaton	Agnes Florence Gillen
Katherine Teresa Hannon	Isabel Perkins Haskell
Ethel Davis Hemenway	Rena Elizabeth Hemenway
Mary Josephine Lynch	Mabel Jane Pearson
Katherine Elizabeth Walsh	Dora Abbott Ward
Chester Denning Abbott	Dana Wright Clark
William Abbott Hardy	Joseph Soutar
Wendell Taylor Wright	

Respectfully submitted,

S. HALE BAKER,

Principal.

REPORT OF SPECIAL TEACHER OF MUSIC

Mr. Corwin F. Palmer, Superintendent of Schools:

DEAR SIR:

In comparing the music work of the past year with that of the two previous years, it is plainly seen that much progress has been made not only musically but in the recognition by both teachers and pupils that music takes its place with and beside each branch of educational work.

The recreative value of singing is still fully appreciated but except in the lower grades there is not sufficient time to do as much in this direction as both teachers and supervisor desire.

Much care has been used in selecting such music as appeals to the pupils, musically, aesthetically and morally, for nothing in the school course of study bears more direct influence upon the moral tendencies of a child than music; if parents understood this and believed it, more care would be taken in the homes, in the selection of the music placed before the children and in the kind of music the children themselves are allowed to take into the home.

This year in the upper grades, a small beginning has been made towards transposition and composition, and since unusual interest has been shown in this new step we aim to extend this branch of the work more earnestly next year.

The work in the high school, being our first year, has been entirely chorus work.

There is opportunity and material for much advanced work among these older boys and girls, and the musical atmosphere of the town should be greatly influenced by them.

Respectfully submitted,

ELIZABETH HOAR.

DRAWING TEACHER'S REPORT

To Corwin F. Palmer, Superintendent of Schools :

The following plan gives briefly the subjects which are studied in the different grades :

NATURE DRAWING.

SEPTEMBER, OCTOBER, NOVEMBER.

Grade	
I	Fall flowers and autumn leaves. Placing of spray and initials. Spectrum colors.
II	Fall flowers and autumn leaves. Placing of spray and initials. Tints and shades. Blackboard drill.
III	Fall flowers and autumn leaves. Placing. Framing. Hues. Blackboard drill.
IV	Fall flowers. Trees. Landscape composition.
V	Fall plants. Decorative arrangements. Tree composition.
VI	Fall plants. Decorative arrangements. Landscape composition.
VII	} Fall plants. Branches of fruits. Decorative arrangements.
VIII	
IX	
	} Landscape composition.

OBJECT DRAWING.

DECEMBER, JANUARY.

Grade.	
I	Memory and illustrative drawing. Free cuttings. Animals.
II	Illustrative drawings. Free cuttings. Vegetables. Animals.
III	Memory drawings. Free cuttings. Vegetables. Animals.
IV	Animal drawing. Groups of vegetables and objects.
V	Model drawing. Approximate forms. Arrangements of both.
VI	} Principles of model drawing. Application to approximate forms. Arrangements of both. Figure drawing.
VII	
VIII	
IX	

STRUCTURAL DRAWING.

FEBRUARY, MARCH.

Grade.	
I	Blackboard practice ; circles. Constructive work.
II	Practice of elementary drill forms. Constructive work.

REPORT OF DRAWING TEACHER.

Grade.	
III	Practice of abstract curves. Constructive work.
IV	Geometric problems. Developments.
V	} Geometric problems. Working drawings. Developments. Construction of objects.
VI	
VII	
VIII	Working drawings; three views. Developments. Constructive work.
IX	Working drawings. Developments. Drawings to scale. Constructive work.

DECORATIVE DRAWING.

APRIL, MAY, JUNE.

Grade.	
I	Spring flowers. Exercises in design. Units. Repetition. Borders of animals and flowers.
II	Spring flowers. Exercises in design. Units. Repetition. Borders of lines, figures, flowers and animals.
III	Spring flowers. Review principles. Surfaces of lines, Surfaces of lines, animals and flowers.
IV	Review principles. Borders and surfaces. Bilateral units.
V	} Exercises in balance, rhythm and harmony. Practice designs with abstract spots. Applied designs.
VI	
VII	
VIII	
IX	

Examples of the work have been hung in the office throughout the year and have helped the teachers to compare results. Mr. Henry T. Bailey sent for a collection to join the "travelling exhibition" of children's drawings. We have added a number of Japanese prints and more pottery to our previous collection. The new work at the high school has progressed as favorably as conditions would permit; our materials have been ample, the students earnest, but we have suffered from the lack of a properly lighted and equipped room. The already fine collections of pictures and casts in the schools have in several cases been enriched.

Respectfully submitted,
AMY M. PLEADWELL.

PHYSICAL CULTURE REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

It seems hardly necessary at this time to say much about the value of physical training when almost every magazine and paper one picks up contains some article on the subject. And yet a few words may not be amiss.

It almost seems that in our efforts to give the child as much knowledge as possible of persons, places and things in the world about him, we sometimes forget that what he knows is of little value without good health. His knowledge counts for little if he lacks power to use that knowledge. Many fail not through lack of mental ability or intelligence but through lack of vitality which adequate physical training might have given them. They are unequal physically to the strain of prolonged study or work. By means of proper physical exercise comes greater chest expansion, deeper breathing, and better carriage. The functional activity of all organs of the body is increased, tending toward better general health.

Power of resisting disease is also greatly increased. Those whose muscles and organs are stimulated and developed by exercise and trained to work properly have a great advantage over the untrained and poorly developed.

Physical exercise is especially needed by children of school age whose confinement for some hours each day, often in ill-fitting seats, renders it almost impossible not to fall into faulty positions.

There is one other point in connection with physical training which is often overlooked. This is its moral effect, its reaction on character.

Mind and body are so intimately connected that one cannot be neglected without injury to the other. The

influence exerted by a sound body on the brain and the development of the intellect cannot be definitely estimated.

A well-developed body is not only essential to health but the "consciousness of erectness and poise brings an added consciousness of self-faith, dignity and integrity." The child with flat chest, shuffling gait and drooping head is generally a failure mentally as well as physically, partly because he lacks confidence in himself and his powers.

Mr. J. S. Hughes, Inspector of Schools of Toronto, who has already been quoted says, "The most important influence of physical training on the brain and nervous system is its influence on the motor area of the brain and the efferent nerve fibres. For generations the sensory system has received special attention in the schools. This has destroyed the balance between the receptive, the reflective and the executive powers, and has increased, instead of lessened the most universal weakness in human character, the failure to execute our decisions, to do as well as we know, to attain our highest ideals. The motor system, having been so long neglected in the schools should, for a time, receive special attention in order to give the race a more definitely executive character and make it positive instead of negative."

Physical training, is the "most available means" to this much to be desired end.

Respectfully submitted,

AGNES OTIS BRIGHAM.

REPORT OF THE TEACHER OF SEWING AND COOKING

Mr. Corwin F. Palmer, Superintendent of Schools :

I have the honor of submitting the following report of the work in my department.

It has seemed best to give those who are interested a more definite idea of the purpose and actual work of what is rather indefinitely known as our "cooking school." The ability to prepare certain dishes is but a small part of what we wish to accomplish. By the preparation of simple dishes we hope to instill the principles which underlie the culinary art, so that, with practice it will be easy to advance from the simple to the more complex. In the cook-book which each girl is writing she has an opportunity to use her knowledge of spelling and the English language which cannot fail to be helpful, and the use of mathematics in adapting the quantities used in a recipe often shows the need of practical application of the principles learned in other classrooms. It is often found that those who are the better scholars in other classes are not always those who shine in manual training, which shows that an opportunity for growth in quite a different direction is given in this department. Great emphasis is laid on system and neatness in the housekeeping, and when the awkwardness, too often displayed at the beginning of the year, is remembered, it is evident that much has been accomplished in this line.

The course is based upon the food principles. It is printed below as given this year together with an outline for a second year's course.

1. *Care of kitchen.*

Purpose and care of utensils.

Method of cleaning tables and boards.

2. *Water.*

Occurrence in nature ; in foods ; in the body.

Composition. Impurities.

Temperature of boiling water. (By experiment.)

Temperature of freezing water.

Cocoa.

Study of the plant and process of manufacture as illustrated by exhibit of The Walter Baker Co.

Preparation and serving of cocoa.

3. *Cereal and baked apples.*

Use of double boiler.

First principles relating to the cooking of starchy foods.

Suggestion for the suitable combination of foods.

4. *Macaroni with cheese and white sauce.*

Source of macaroni.

Experiment to show composition of flour.

5. *Cornstarch blanc-mange.*

Chemical and physical properties of starch as illustrated by experiments.

Method of using starch for thickening as contrasted with the previous lesson.

6. *Milk toast.*

Use of lower oven of gas range.

Review of white sauce.

7. *Boiled and baked potatoes.*

Experiment to show composition of potato.

Growth and use of potato tuber to the plant.

8. *Steamed rice.*

Composition.

Food value as compared with potato.

How grown.

9. *Milk. Junket custard.*

Composition.

Coagulation of caesin as illustrated by rennet.

10. *Tapioca cream.*
Source of tapioca.
Experiments illustrating effect of heat upon albumin.
11. *Cranberry sauce. (Thanksgiving lesson.)*
12. *Onion and carrot.*
General rules for cooking vegetables.
Review of cream sauce.
13. *Boiled and baked squash.*
14. *Broiled beef steak with maître d'hotel butter.*
First principles of the cooking of meats.
Coagulation of albumin as applied to this process.
General information as to use and comparative cost of the various cuts of meat.
15. *Beef stew.*
Review of the directions for marketing.
Methods of cooking the tougher and more inexpensive cuts of meat.
16. *Baked fish with stuffing and drawn butter sauce.*
Characteristic markings, comparative cost, and uses of the varieties of fish.
Principles in roasting or baking.
Drawn butter sauce, illustrating variation of principle learned in lesson 4.
17. *Fish à la Crème.*
What makes a rechauffé palatable?
18. *Fish chowder.*
19. *Soup with stock.*
Illustrating third principle in the cooking of meats.
Coagulation of albumin as applied to the clearing of soups.
20. *Cream soups. Mock bisque.*
21. *Casserole of rice and meat with tomato sauce.*
Review and combination of principles learned in lessons 4, 8, 17.

22. *Popovers.*

Practice in mixing and beating.
Egg used to make a batter light.
Baking.

23. *Muffins.*

Batter made light by cream of tartar and soda.
Experiments showing effect of the combination.
What gas formed.
Result in baking.

24. *Bread.*

Dough made light by yeast.
Experiments showing growth of yeast plant.
Practice in mixing and handling dough.

25. *Rolls.*

Variation of principles learned in previous lesson.

26. *Salad.*27. *Coffee jelly.*

Preparation of coffee.
Principles underlying the use of gelatine.

28. *Snow Pudding.*

Showing variation of principles learned in lessons 10 and 27 concerning the cooking of eggs and use of gelatine.

29. *Cookies.*

Giving an opportunity for the handling and rolling of a stiff dough.

30. *Omelet.*

Practice in handling a delicate egg mixture, preparatory to lesson 31.

31. *Sponge cake.*

Illustrating cake without butter and one made light by the beaten eggs only.

32. *Park Street cake.*

Illustrating cakes with butter and a foundation recipe which is adapted to innumerable variations.

33. *Ice cream.*

SECOND YEAR.

Methods of canning and preserving and pickling.

Thorough sterilization involving a slight knowledge of harmful and useful bacteria.

Exclusion of air.

Use of sugar and vinegar.

*Entrées and made dishes involving more complicated processes than those used in the first year.**Frying.**Pastry.**Deserts.**The planning, preparation and serving of several luncheons or dinners.*

The sewing work has been much hampered by large classes and the lack of time, but with marked increase in the interest and industry of the children more has been accomplished than at first seemed possible. The various stitches have been taken up by the sampler system and before the end of the year some articles will be made which will give an opportunity for the application of the skill acquired.

Respectfully submitted,

BESSIE PUNCHARD GOLDSMITH.

FLAG DAYS OBSERVED IN SCHOOLS

September

First Monday — Labor Day.

Second Monday — Schools open.

3	Treaty of Peace, Paris,	1783
5	First Meeting of Continental Congress.	1774
10	Perry's Victory on Lake Erie,	1813
11	McDonough's Victory on Lake Champlain,	1814
14	Death of McKinley (half mast),	1901
17	Signing of the Constitution,	1787
	Battle of Antietam,	1862
19	Death of Garfield (half mast),	1881
19 } 20 }	Battle of Chicamauga,	1863
22	Publication of Emancipation Proclamation.	1862
23	Bonhomme Richard captures Serapis,	1779
28	Andover Theological Seminary opened for instruction,	1808

October

3	Birthday of George Bancroft,	1800
12	Discovery of America,	1492
16	John Brown's Raid,	1859
17	Surrender of Cornwallis,	1781
19	Birthday of John Adams,	1735
	Surrender of Burgoyne,	1777
28	Harvard College founded,	1636
30	Birthday of Adelaide Proctor,	1825

November

Tuesday after the first Monday — Election Day.

3	Birthday of Bryant,	1794
7	Battle of Tippecanoe,	1811
11	Signing of the Mayflower Compact,	1620
15	Battles of Lookout Mountain and Missionary Ridge,	1863
25	New York evacuated by British,	1783
29	Birthday of Wendell Phillips,	1811
	Last Thursday — Thanksgiving Day.	

December

	First Monday — Congress meets.	
2	Promulgation of Monroe Doctrine,	1823
10	Treaty of Peace with Spain,	1898
13	Battle of Fredericksburg,	1862
14	Death of Washington (half mast),	1799
16	Boston Tea Party,	1773
17	Birthday of Whittier,	1807
20	United States takes possession of Louisiana,	1803
22	Landing of the Pilgrims,	1620
25	Christmas.	
26	Battle of Trenton,	1776

January

1	New Year's Day.	
	Emancipation Proclamation issued,	1863
	First Wednesday — General Court convenes.	
2	Battle of Stone River,	1863
3	Battle of Princeton.	1776
6	Telegraph first operated in the U. S.,	1844
	Birthday of Sumner,	1811
8	Battle of New Orleans,	1815
12	Invention of the Telegraph,	1833
17	Birthday of Franklin,	1706
18	Birthday of Webster,	1782
25	Birthday of Burns,	1759

February

2	Treaty with Mexico,	1848
7	Massachusetts ratifies U. S. Constitution,	1788
	Birthday of Dickens,	1812
12	Birthday of Lincoln,	1809
15	Destruction of the Maine (half mast),	1898
16	Capture of Fort Donelson,	1862
22	Birthday of Washington,	1732
	Birthday of Lowell,	1819
27	Birthday of Longfellow,	1807

March

4	Inauguration Day.	
5	Boston Massacre (half mast),	1770
9	Monitor defeated the Merrimac,	1862
10	Alaska purchased,	1867
17	British evacuated Boston,	1776

April

3	Birthday of Irving,	1783
7	Battle of Shiloh,	1862
9	Lee's surrender at Appomattox,	1865
11	Birthday of Edward Everett,	1794
14	Union flag replaced on Fort Sumpter,	1865
15	Death of Lincoln (half mast),	1865
19	Battle of Lexington,	1775
21	Founding of Phillips Academy,	1778
25	Capture of New Orleans,	1862
27	Birthday of Grant,	1822
30	Inauguration of Washington,	1789
	Purchase of Louisiana,	1803

May

1	Battle of Manila,	1898
3	Birthday of Shakespeare,	1564
4	Birthday of Horace Mann,	1796
5-7	Battle of the Wilderness,	1864
6	Town of Andover incorporated,	1646
	Founding of Abbot Academy,	1829
10	Second Continental Congress met,	1775
	Fort Ticonderoga taken,	1775
	Pacific Railroad completed,	1869
13	Settlement of Jamestown,	1607
19	Battle of Spottsylvania Courthouse,	1864
25	Birthday of Emerson,	1803
28	Birthday of Agassiz,	1807
30	Memorial Day.	

June

1	Battle of Cold Harbor,	1864
14	Flag of Stars and Stripes adopted by Congress,	1777
	Birthday of Harriet Beecher Stowe,	1812
16	Attack on Petersburg,	1864
17	Battle of Bunker Hill,	1775
18	War declared against England,	1812
19	Kearsarge destroys the Alabama,	1864
	Third Friday — Last Day of School.	
21	New Hampshire ratifies the United States Constitu- tion, the ninth State, thus insuring its adoption,	1788
24	Andover sent out her first Company of Light Infantry to the Civil War,	1861

July

1-3	Battle of Gettysburg,	1863
1	Battle of San Juan Hill,	1898
4	Independence Day.	
	Birthday of Hawthorne.	1804
	Vickburg surrendered,	1863
5	Company H, 14th Massachusetts Infantry, mustered in at Fort Warren,	1861
11	Birthday of John Quincy Adams,	1767
23	Death of General Grant (half mast),	1885
28	First Atlantic Cable completed,	1866

August

1	First trip of Fulton's steamboat,	1807
3	Columbus set sail on his first voyage,	1492
	Stars and Stripes first unfurled,	1777
	Capture of Mobile,	1864
6	Birthday of Tennyson,	1809
15	Birthday of Scott,	1771
19	Constitution defeated Guerriere,	1812
29	Birthday of Holmes,	1809

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1903

ANDOVER, MASS.
THE ANDOVER PRESS

1904

SCHOOL COMMITTEE

JOHN ALDEN, *Chairman* - - - - Term expires 1905
6 Punchard Avenue.

MRS. ELLA S. MORRILL, - - - - Term expires 1904
West Parish.

MRS. L. A. WILSON, - - - - Term expires 1904
Ballardvale.

WILLIAM A. TROW, - - - - Term expires 1904
Frye Village.

THOMAS DAVID, - - - - Term expires 1905
61 Mineral Street.

COLVER J. STONE, - - - - Term expires 1905
115 Main Street.

CHAS. H. SHEARER, - - - - Term expires 1906
16 Abbot Street.

GEORGE T. EATON, - - - - Term expires 1906
73 Bartlet Street.

CHARLES W. CLARK, - - - - Term expires 1906
23 Summer Street.

Secretary and Superintendent

CORWIN F. PALMER, - - - - 16 High Street

GENERAL COMMITTEES

Auditing and Advisory

CHARLES H. SHEARER, MRS. E. S. MORRILL,
CHARLES W. CLARK.

Teachers and Janitors

GEORGE T. EATON, MRS. L. A. WILSON,
JOHN ALDEN.

Books and Supplies

COLVER J. STONE,
WILLIAM A. TROW.

THOMAS DAVID,

Cornell Scholarship, Phillips Academy

COLVER J. STONE, CHARLES H. SHEARER,
WILLIAM A. TROW.

Cornell Scholarship, Abbott Academy

MRS. L. A. WILSON, MRS. E. S. MORRILL,
CHARLES W. CLARK.

DISTRICT COMMITTEES

Punchard High School:

JOHN ALDEN,
GEORGE T. EATON.

MRS. L. A. WILSON,

Stowe and John Dove:

GEORGE T. EATON, COLVER J. STONE,
CHARLES W. CLARK.

Indian Ridge, Bradlee, and Richardson :

MRS. L. A. WILSON,

WILLIAM A. TROW.

THOMAS DAVID,

West Centre, North, Abbott, Bailey and Osgood :

MRS. E. S. MORRILL,

JOHN ALDEN.

CHARLES H. SHEARER,

TRUANT OFFICERS

ALEXANDER DICK, 21 Bartlet Street.

ELMER H. SHATTUCK, Ballardvale.

WILLIAM ANGUS, 65 Mineral Street.

COMMITTEE MEETINGS

The first Monday evening of each month, at half past seven, at
the School Committee's rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8—8.30 A. M. ; 4—5 P. M.

Also on Tuesdays and Fridays, 7—7.30 P. M.
at School Committee's rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bells and whistle. When the signal, 3-3-3, is heard at 8 o'clock in the morning or at 12.30 noon, there will be no school for the kindergarten, and first, second, and third grades. If the signal is repeated at 8.10 A. M. or 12.40 noon, there will be no school for all grades. The second signal will be given only in very severe storms.

CALENDAR FOR THE SCHOOL YEAR, 1903-4.

FALL TERM

Begins September 8, 1903. - - - Ends December 18, 1903.

WINTER TERM

Begins January 4, 1904. - - - Ends March 25, 1904.

SPRING TERM

Begins April 4, 1904. - - - Ends June 17, 1904.

FALL TERM

Begins September 6, 1904. - - - Ends December 16, 1904.

JANITORS

Punchard School	-	-	-	-	-	L. W. BODWELL
Stowe and John Dove Schools	-	-	-	-	-	ALEXANDER DICK
Indian Ridge School	-	-	-	-	-	WILLIAM ANGUS
Bradlee School	-	-	-	-	-	ORRELL ASHTON
Richardson School	-	-	-	-	-	DAVID GORDON
West Centre School	-	-	-	-	-	EDWARD F. ABBOTT
North School	-	-	-	-	-	JAMES E. MCGOVERN
Abbott School	-	-	-	-	-	ARTHUR MADDOX
Bailey School	-	-	-	-	-	JESSE MELANSON
Osgood School	-	-	-	-	-	JOSEPH BOURDELAIS

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1903,	1,137
Number of children between seven and fourteen years of age,	855
Number of children fourteen years of age,	110
“ “ thirteen “	105
“ “ twelve “	107
“ “ eleven “	114
“ “ ten “	116
“ “ nine “	102
“ “ eight “	108
“ “ seven “	93
“ “ six “	124
“ “ five “	87

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school-houses and lots,	100,000
Estimated value of books and apparatus,	4,500

III. SCHOOL EXPENSES.

Total amount expended, including amount expended for High School,	\$32,098.14
Schools,	28,098.74
School-houses,	1,999.91
Books and supplies,	1,999.49
Amount expended for current expenses, salaries, fuel, supplies,	30,098.23
Expense per child, based on average number belonging, including Punchard High School,	27.05
Per cent. of current expenses of schools to whole amount raised by taxation,	32

IV. SCHOOL BUILDINGS.

Number of school buildings,	12
Number of rooms,	43
Number of rooms not occupied,	2

V. TEACHERS.

Whole number of teachers, including Punchard School,	44
Number of principals of buildings,	6
Number of principals of kindergartens,	2
Number of kindergarten assistants,	2
Number of special teachers,	4

REPORT OF TRUANT OFFICERS

Number of cases reported,	74
Number of cases truancy,	38
Number detained at home by sickness,	16
Number detained at home unnecessarily,	17
Number detained at home because of unsufficient clothing,	3
Number of cases prosecuted,	0

ALEXANDER DICK,
Truant officer.

Number of cases reported,	5
Number detained at home by sickness,	5

WILLIAM ANGUS,
Truant Officer.

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 19, 1903.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership.	Average Attendance.	Per cent. of Attendance.
Punchard		{ Frank O. Baldwin S. Hale Baker Wm. J. Henderson Mary Josephine Hodgdon Frances Eleanor Brooks Grace Lina Burt Adelaide F. Perkins Alice A. Brown	131	122.7	114.4	93
Stowe	IX	Anna E. Chase	51	47.3	45.1	95
	VIII	Louise Morrison	41	39.3	36.1	92
	VII	Florence Ash	49	44.3	41.8	94
	VI	Carrie Grace Hill	50	48.1	43.6	91
	V	Carolyn A. Dean	41	42.5	38.8	91
John Dove	Special	Marcia Richards	30	28.7	26	91
	IV	Annie M. Downes	51	44	41.2	94
	III	Harriet W. Carter	42	41.9	37.7	90
	III-II	Mary E. Milligan	44	42.4	38.6	91
	II	Jennie S. Abbott	41	38.5	34.3	89
	I	Adele H. Duval	35	29.9	26.3	88
	I	Marion Paine	34	31.2	27.4	85
Indian Ridge	Kind'r'g't'n	{ Evelyn P. Reed Mary E. Scott	61	46.9	41.9	81
	VIII-VII	Margaret C. Donovan	29	26.3	25.7	97
	VI-V	Mabel G. Carley	43	40.1	38.3	90
	IV	Jean A. Birnie	31	30.8	28.6	91
	III-II	Ethel R. Coleman	26	26	24	96
	I	Alice S. Coutts	25	22.5	20.8	92
Bradlee	Kind'r'g't'n	{ Florance M. Prevost J. Gertrude Jackson	32	19.7	22.2	89
	IX-VIII	Clara A. Putnam	21	19.6	18.3	93
	VII-VI	Jessie B. F. Greene	34	29.6	27.6	93
	V-IV	Cecilia A. Kydd	33	30.3	28.4	93
	III-II	Ruby S. Copeland	34	29.3	27.6	94
	I	Florence I. Abbott	19	18.5	17.2	93
	Kind'r'g't'n	{ Florance M. Prevost Mary E. Scott	28	19.2	21.3	90
Richardson	VI-IV	Grace E. Feeney	22	20.7	19.6	94
	III-I	Helen W. Battles	44	32.9	31.1	97
West Centre	I-IX	Emily F. Carleton	32	27.8	24.6	89
North	I-VIII	{ Susie May Jordan Evelyn Irving Caroline J. Burt	18	15.3	13.6	89
Abbott	I-VIII	Mabel S. Robinson	24	21.5	18.3	85
Bailey	I-IX	Eva A. Hardy	12	7.5	6.5	76
Osgood	I IX	Louise V. Bowker	30	26.5	20.5	77

Number of pupils in all schools,	1138
Average membership,	1112.8
Average attendance,	1027.4
Per cent. of attendance,	92
Number of children in school under five years of age,	99
Number of children in school between five and fifteen years of age, not including Punchard Free School,	1017
Number of children in school between seven and fourteen years of age, not including Punchard Free School,	773
Number of children in school over fifteen years of age, not including Punchard Free School,	81

LIST OF TEACHERS

Corrected Jan. 1, 1904.

PUNCHARD SCHOOL.

NAME.	P. O. ADDRESS.
ALTON W. PEIRCE, PH.D., Principal,	60 Chestnut Street.
	<i>Greek and Latin.</i>
GEORGE W. LOW,	61 Chestnut Street.
	<i>Sciences.</i>
BLANCHE S. JACOBS,	54 Whittier Street.
	<i>English Literature and Composition.</i>
FRANCES ELEANOR BROOKS,	61 Chestnut Street.
	<i>French and German.</i>
GRACE LINA BURTT,	P. O. Box 737, West Parish.
	<i>Mathematics.</i>
SUSAN L. AUSTIN,	61 Chestnut Street.
	<i>History.</i>
ALICE A. BROWN,	173 Main Street.
	<i>Commercial Branches.</i>

STOWE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IX	Anna E. Chase, Prin.,	R. F. D., No. 1, Lowell.
VIII	Lillian S. Adams,	51 Elm Street.
VII	Florence Ash,	13 Chestnut Street.
VI	Grace Hill,	67 Bartlet Street.
V	Carolyn A. Dean,	104 Main Street.
Special	Marcia Richards,	94 Main Street.

JOHN DOVE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IV	Annie M. Downes, Prin.,	9 Locke Street.
III	Harriet W. Carter,	31 Bartlet Street.
III, II	Mary E. Milligan,	94 Main Street.
II	Jennie S. Abbott,	Upland Road.
I	Adèle H. Duval.	Cor. Whittier and Summer St.
I	Marion Paine,	134 Main Street.
Kindergarten	Evelyn P. Reed, Prin.,	23 School Street.
	Mary E. Scott, Asst.,	Ballardvale.

INDIAN RIDGE SCHOOL.

VIII, VII	Louise Morrison, Prin.,	29 Chestnut Street.
VI, V	Gretchen L. Libby,	43 Bartlet Street.
IV	Jean A. Birnie,	323 No. Main Street.
III, II	Ethel R. Coleman,	Railroad Street.
I	Alice S. Coutts,	34 Maple Avenue.
Kindergarten	Florance M. Prevost, Prin.,	67 Bartlet Street.
	J. Gertrude Jackson, Asst.,	28 Maple Avenue.

BRADLEE SCHOOL.

IX, VIII,	Clara A. Putnam, Prin.,	115 Mineral Street.
VII, VI	Jessie B. F. Greene,	Ballardvale.
V, IV	Cecilia A. Kydd,	22 Cuba Street.
III, II	Ruby S. Copeland,	Ballardvale.
I	Helena M. Lindsay,	11 Washington Avenue.
Kindergarten	Florance M. Prevost, Prin.,	67 Bartlet Street.
	Mary E. Scott, Asst.,	Ballardvale.

RICHARDSON SCHOOL.

III—I	Helen W. Battles, Prin.,	31 Lowell Street.
VI—IV	Grace E. Feeney,	Holt District.

WEST CENTRE SCHOOL.

Emily F. Carleton,	West Parish.
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NORTH SCHOOL.

Caroline J. Burt,	R. F. D. No. 1.
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ABBOTT SCHOOL.

Mabel S. Robinson,	128 So. Broadway, Lawrence.
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BAILEY SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
	Ethel Worcester,	R. F. D., No. 1, Lowell.

OSGOOD SCHOOL.

Maude P. Harmon,	Box 663.
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SPECIAL TEACHERS.

Drawing — J. W. Andrews,	61 Chestnut Street.
Music — Elizabeth Hoar,	45 Bartlet Street.
Physical Training — Edna P. Carret,	31 Chestnut Street.
Sewing and Cooking — Bessie P. Goldsmith,	60 Elm Street.

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover :

Your School Board hereby submits the following report of the work accomplished during 1903, together with its proposed plans for 1904.

CHANGES AT PUNCHARD

Of the changes made during the year the most important relate to affairs at Punchard. The resignation of the acting principal and three of his assistants last June, threw a weighty responsibility upon the Superintendent, the Committee and the Trustees. We think that a very fortunate choice has been made in the four new teachers selected to fill these vacancies. Dr. Alton W. Peirce, the new head of the school, comes from a successful work of seven years as principal of the High School at Shelton, Conn., where he went after graduating and taking his doctor's degree at Yale. We feel that the welfare of Punchard is safe in his hands and that of his harmoniously-working corps of assistants.

Last March the town appropriated \$1,800.00 to make certain changes in the arrangement of the rooms at Punchard. The main recitation room, which seated 80 pupils, about two-thirds of the school, was divided into two rooms seating 37 pupils each. The windows on the south side of these rooms were enlarged so as to give nearly double the former amount of light, and at the same time the new stone and brick work was handled in such a way that hardly a sign of any change is apparent on the exterior of the building. A new corridor was partitioned off, so that it is possible to enter either of the six class rooms on this floor without going through any of the others. Proper storage closets were provided, the ceilings retinted and new floors laid in the new rooms. Part of these changes were not planned for at the beginning but were found to be necessary as the work progressed. The total cost has been \$2,575.00 in place of the \$1,800.00 asked of and appropriated by the town. The committee are therefore obliged to ask for an extra appropriation of \$775.00 to cover this deficit.

The changes made have proved to be wise ones, it being possible now, by using the upper hall or the basement laboratory, for each teacher to have a separate recitation room. The necessity of carrying on two recitations in one room at the same time made the work very difficult last year for both teachers and pupils. There are still some changes that ought to be made at Punchard to bring it up to the standard of a modern high school building. They will be mentioned later.

THE ABBOTT-BAILEY DISTRICT SCHOOL

It will be remembered that last March the town approved the recommendation of the Board—that the Abbott and Bailey schools be consolidated, and appropriated \$1,000.00 to cover the expense of moving the Bailey school house to a more central position, so that by re-apportioning the scholars among the North and new Bailey schools the majority would be better accommodated, and no pupil would have further to go than some have to now. There seemed to be no more doubt on the part of the town, than in the mind of the Board, as to the wisdom of this action. But the residents in that section felt that the committee had taken an unfair advantage of them, and had even misrepresented matters. Rather than have it brought before a special town meeting, the committee agreed to postpone all action for a year and to re-submit the question to the town. The Board has examined the whole situation carefully and are unanimous in recommending the proposed change, believing, as has been found true in similar changes, that after a fair trial the new arrangement will be cordially endorsed by those who cannot see their way clear to favor it now. Those who are familiar with educational work know that a school of twenty to thirty pupils will do better work than one with only five to ten pupils, divided into five or six grades. It is hard work for a teacher to raise much enthusiasm with a class of one. A stronger incentive to study comes with the competition brought about by numbers. The difficulty of securing a good teacher who will be satisfied to teach, year after year, a school of only a dozen pupils, is another very strong argument against the small school. The districts plead that the old arrangement is good enough for them; the Board think that the proposed change would be a decided im-

provement; the town must decide what is to be done in the matter.

The Committee understand that the \$1,000.00 raised by the town for this purpose last year has been used by some other department of the town. Therefore, if it is decided to make the above change it will be necessary to re-appropriate \$1,000.00.

TRANSPORTATION

The town voted last year to pay the railroad fares of the High school pupils coming from Ballardvale and Haggetts Pond. The money for carrying this out, amounting to about \$500.00, was not provided for in last year's appropriation. This had to be paid, and as a result we were behindhand in paying our teachers and janitors. To meet this deficit, and to cover the expenses for transportation during 1904, we shall require an increase of \$1,200.00 in our appropriation over last year.

RECOMMENDATIONS FOR 1904

First in importance, because the most needed in order to keep the school in proper running order, is a new and adequate heating arrangement at Punchard. The four furnaces, which are in constant use, do not heat the building properly; they do not heat the six recitation rooms even so that they are comfortable to sit in; the corridors and hall ought to be properly heated, especially the latter now that it has become one of the working rooms of the school, for it is the only room where the whole school or even the first year class can come together. Of course the only proper way to heat this large building is by steam; but there is no suitable place in the building to put a boiler, so that a new boiler house will have to be built at the rear of the annex. A boiler house with boiler and coal pocket, complete, will cost about \$5,500.00. It will cost about \$3,000.00 more to put the heating and ventilating arrangements into the school building, thus making a total cost of \$8,500.00 for the complete plant.

With steam heat in Punchard and the extra room gained by removing the old furnaces and the coal pocket, there need be no delay in putting in proper sanitaries, which are needed almost as much as the extra heating facilities. No one who will inspect

the working of the present antiquated and unhealthy arrangement, either in January or June, will say a word against making a change as soon as it can be done. Lack of room and proper facilities for heating are the two reasons why the committee have not pushed the matter before. Steam heat has got to come, if not this year then as soon as people look into the situation, and the sanitariums ought to come at the same time. The estimated expense of sanitariums at Punchard to accommodate the 130 pupils and seven instructors is \$2,800.00. This makes the total cost of putting the school in proper shape with modern heating and sanitary facilities, \$11,300.00.

A retiring room for the teachers and a small private office for the principal are provided for in this sum. The need for both has been sorely felt at Punchard for years. Room could have been found before but without any method of heating.

JOHN DOVE SCHOOL

When the sanitariums were put into the Stowe School three years ago (where they have proved a great success) the situation at the John Dove was carefully investigated. It was found that a system could be put in by going to considerable expense for excavation and extra foundations, but it would be cramped and unsatisfactory as a permanent arrangement. There was a strong probability that an annex would soon be needed for this school, not only to take care of the kindergarten but to provide for the growth of the lower grades, and then proper room could be provided for the sanitariums. An annex could have been built in the rear, but there was no reserve power in the boiler sufficient to take care of such an addition. A better plan would be to make the annex a boiler house, with a new boiler of sufficient capacity, and put the sanitariums in the basement of the building (where they belong in order to render adequate service) in the space now occupied by the boiler and coal pocket. But if an annex is to be built for a new boiler, why not provide a building with the boiler and coal pocket in the basement, and room enough on the first floor for the kindergarten, and also for the extra school room which is soon to be needed for the lower grades. Moreover, construct the new building in such a manner that a second story can be added at any time, and thus provide for the future

growth of the town for a long time to come, at least as far as the primary and grammar grades are concerned.

Now just one more re-adjustment of the above problems and we come to the scheme which the committee, after a very careful consideration of the matter and consultations with various experts, have decided to bring before the town at the coming annual meeting.

A CENTRAL HEATING PLANT

If a new building is necessary, to properly take care of the kindergarten, provide room for the immediate growth of the school, and provide for suitable sanitary arrangements in the John Dove by transferring the boiler plant; also if a new boiler house is to be built in the rear of the Punchard, to provide for its proper heating and sanitary arrangements—then why not do as would be done in a mill or factory where economy in the use of steam is a very important and carefully studied problem, and put all the boilers in a central boiler house—the new building at the rear of the John Dove, extending the pipes from there to the other three buildings, the John Dove, the Stowe and the Punchard. Two boilers would be sufficient for all four buildings in the coldest weather, while it would be necessary to run only one during a third of the school year. We are running seven fires now whenever it is necessary to run any. The first cost of a central plant will also be less than the other arrangement. It will cost more to put the two boilers in two separate buildings, than to put them both in one building and make the necessary connections with the other buildings. The central plant will save in first cost; in the amount of fuel used and in the expense for taking care of it.

The advantages of this factory system of concentrating the steam plant is so obvious that within the last few years a large number of our educational institutions have changed over their heating plant in order to carry out this system, which has become known as the central heating system. Dartmouth College, Mount Holyoke, Oberlin, Wesleyan, Wellesley, Massachusetts Agricultural, Williams, Groton School and Phillips Andover are all heated, each from one central plant, the steam being conducted in some cases over a third of a mile. At the Groton

School the Hundred House, with over 10,000 feet of radiating surface, is over 2200 feet from the boiler house, and the highest pressure carried this winter has been three pounds with half a pound for night service. Of course this would not be economy except for a very large consumption of steam, as in this case.

Now as to the expense of this central scheme. To erect a new building in the rear of the John Dove, large enough for the two boilers that would take care of the four central school buildings and allow room for a third if it should ever be wanted for any future emergency; with ample coal storage capacity; with four rooms on the first floor, two for the kindergarten and two for future needs; the building to be built so that four more rooms can be added on a second story without having to increase the strength of the walls or second floor timbers already built; this would cost \$25,000.00. Two boilers with fittings and flue connections, set ready for use would cost \$3,300.00. The heating and ventilating arrangements in this building would cost \$1,600.00. The steam mains and their insulating conduits to connect the boilers with the Stowe, John Dove and Punchard would cost \$3,300.00. The new heating and ventilating system in Punchard, \$3,000.00. New sanitaries at Punchard, \$2,800.00. New sanitaries at the John Dove, \$2,600.00. The committee would also recommend the installation of proper sanitaries at the Indian Ridge and Bradlee school, so that all our large schools would be provided with modern arrangements. This would cost \$3,500.00.

The grand total is \$45,100.00. It is believed that contracts could be secured inside of these figures, as they are based on very careful estimates from plans prepared by the architect and engineer. It would be wiser to allow a slight margin and appropriate \$46,000.00 for the work. The Board also recommend that the payments extend over a period of 10 years so that future tax-payers may bear some portion of the expense, in proportion as they will share some of its benefits.

It will be seen that the advisability of this scheme depends very largely on the necessity for extra school accommodations in the center school. An inspection of some of these rooms, or a perusal of the Superintendent's report on this subject, will show

that it would be better for the school work if we could start another room at once. We have more pupils now in some of the rooms than we can seat at the desks. This is due to the increase in the school population in the center, as well as to the fact that we are bringing in about thirty pupils from the Holt and Scotland districts. There is little desire to go back to the old arrangement in those districts. The new plan is cheaper for the town, better for the pupils, and better for the educational work of the town as a whole, for it allows the work of the Superintendent and special teachers to be more concentrated. It takes more time for these officials to get to and from these district schools than they spend on the work they do there. Therefore, if we grant the necessity for extra school accommodation at the center, in the near future if not at present, it will be true economy for the town to postpone the putting in of the above heating and sanitary arrangements until they can be made part of one general system.

As to the regular appropriations for school work, the Board recommend the following : —

For schools,	\$30,000 00
For schoolhouses,	2,000 00
For school books and supplies,	2,200 00

Before closing this report, the Board wish to acknowledge their hearty thanks to their fellow-townsmen, Warren F. Draper, Esq., for his very generous gift of \$1000.00 to the town, and to assure him of their cordial co-operation in carrying out his wishes in regard to its special uses.

Respectfully submitted,

For the Board,

JOHN ALDEN, *Chairman.*

SUPERINTENDENT'S REPORT

To the School Committee, Andover, Mass.:

I herewith submit the fourteenth annual report of the schools under your charge.

The year was marked by an unusually large number of changes in the teaching force.

Mr. S. Hale Baker, who had been acting principal of the Punchard School since the resignation of Mr. Baldwin, severed his connection with the school in June, and Alton W. Peirce, Ph.D., graduate of Yale University, who had been for the past seven years in charge of the High School at Shelton, Connecticut, was elected principal by the unanimous vote of the Board of Trustees and the School Committee.

Miss M. Josephine Hodgdon and Miss Adelaide F. Perkins, of the History and English departments in the same school, also declined a re-election at the close of the school year. Their places were filled by the election of Miss Susan M. Austin, a graduate of Vassar and Cornell, who had been teaching in the Arlington High School for the past seven years, and Miss Blanche S. Jacobs, a graduate of Wellesley, occupying a similar position at Needham.

Mr. William J. Henderson also resigned as teacher of Sciences, and the place was filled by the Trustees in the election of Mr. George W. Low, a graduate of Harvard, who had been teaching in the Danvers High School.

Miss Amy M. Pleadwell resigned as director of Drawing, and Mr. J. W. Andrews, of Newton, a graduate of the Boston Normal Art School, was chosen to the position.

Miss Agnes O. Brigham, director of Physical Training, having resigned to take charge of similar work in a Wisconsin State Normal School, Miss Edna P. Carret, a graduate of Dr. Sargent's Normal School of Gymnastics, who had been teaching at Irvington-on-the-Hudson, was elected.

Miss Margaret C. Donovan, for a number of years the efficient principal of the Indian Ridge School, tendered her resignation

late in August, and Miss Louise Morrison, teacher of the eighth grade at the Stowe School, was elected to the position. Her place at the Stowe School was filled by the election of Miss Lillian S. Adams, a graduate of Radcliffe College, who had been teaching at New Britain, Connecticut.

Miss Florence I. Abbott, for ten years teacher of the first grade in the Bradlee School, was granted a year's leave of absence, and Miss Helena M. Lindsay, a graduate of Bridgewater State Normal School, who had been teaching at Wareham, was placed in the position.

Miss Louise V. Bowker, teacher of the Osgood School, resigned to take a position in Brockton, and Miss Maude P. Harmon, a graduate of Pratt Institute, Brooklyn, New York, and of the Salem Normal School, was elected to the position.

Miss Eva A. Hardy, having severed her connection with the Bailey School, where she had taught a number of years, her place was filled by the election of Miss Ethel Worcester, of Somerville, a graduate of the Salem Normal School.

At Thanksgiving time, Miss Mabel G. Carley, teacher of Grades V and VI, Indian Ridge School, resigned to accept a position in Springfield. Miss Gretchen L. Libby, a graduate of Framingham Normal School and teacher in the schools of Southboro, was elected to the position.

The selection of teachers is by far the most important duty devolving upon the school authorities. We have aimed to secure men and women of good personality, educated in institutions of acknowledged superiority, and having adequate professional training and experience.

The problem of the schoolroom is largely one of ideals — how to create proper ideals, and to cultivate in the child a willingness to labor to attain them. Only upon the successful solution of this problem by the teacher can there result that self-reliant striving after excellence without which good school work is impossible. The function of the teacher is to get the pupil to observe, to think, to express, to use all his faculties and powers to the highest limit. Too much of the class-room work is done by the teacher. She is, unconsciously it may be, too suggestive in her tone, in the play of her features, in her words. The child

is quick to recognize these, becomes dependent upon them, too dependent upon them, and gradually loses the power to do self-reliant work. The school that teaches the child how to work, to persist in working, and to love work, is a good school whatever the curriculum and whatever the building and its equipments.

The relation between teacher and pupil should be one of genuine friendship and of mutual respect and sympathy. If the teacher is unable to create such a bond, or is indifferent to it, to that extent she is a failure. Furthermore, she must be able to exercise a strong personal influence over the pupil and to turn that influence to good account.

INCREASED ENUMERATION AND MEMBERSHIP

I wish to call attention to the growth of the school population of the town as shown by the following table:

Number of children over five and under fifteen years of age :

1892	.	.	.	.	.	1011
1894	.	.	.	.	.	985
1896	.	.	.	.	.	1015
1898	.	.	.	.	.	1087
1899	.	.	.	.	.	948
1900	.	.	.	.	.	952
1901	.	.	.	.	.	947
1902	.	.	.	.	.	980
1903	.	.	.	.	.	1137

I am unable to account for the large increase in the enumeration for the year 1898, but I can personally vouch for the correctness of the number given for 1903. For the years 1893, 1895, and 1897, I had no data at hand from which to quote.

The average membership for the past ten years is as follows :

1893-4	.	.	.	.	.	895.2
1894-5	.	.	.	.	.	872.8
1895-6	.	.	.	.	.	931.3
1896-7	.	.	.	.	.	931
1897-8	.	.	.	.	.	980.1
1898-9	.	.	.	.	.	990.2
1899-1900	.	.	.	.	.	987.3
1900-1901	.	.	.	.	.	960

1901-1902	.	.	.	.	960.8
1902-1903	.	.	.	.	989.9
Month of Dec., 1903,	.	.	.	.	1017.7

The above figures do not include the membership of the Punchard Free and High Schools.

The average membership in the Centre schools for the same period has been as follows, the data for two years not being accessible. The membership of the Punchard Free and High Schools is omitted from these figures.

1891-2	.	.	.	.	419.5
1893-4	.	.	.	.	376.4
1894-5	.	.	.	.	383.1
1895-6	.	.	.	.	436.4
1897-8	.	.	.	.	507.6
1898-9	.	.	.	.	483.7
1899-1900	.	.	.	.	485.7
1900-1901	.	.	.	.	483.3
1901-1902	.	.	.	.	493.3
For Dec., 1903,	.	.	.	.	528.5

TRANSPORTATION

In accordance with the vote of the town a year ago, we are now furnishing free transportation to all pupils attending the Punchard School from Ballardvale and Haggett's Station. By vote of the Committee, April 6, all children attending the Centre schools from the Frye Village District and all Punchard pupils from this and the Scotland District, are also furnished free transportation by electrics during the months of December, January, February, and March. This has caused an expense of approximately five hundred dollars, for which no appropriation had been asked, and there is accordingly a deficit for the year of a like amount in our funds for maintenance. The following table will show transportation conditions on the present basis:

Holt District, 12 pupils, (barge)	\$380.00
Scotland District, 19 pupils (electric),	180.50
Ballardvale, 16 pupils (B. & M.),	242.40
Haggett's, 7 pupils (B. & M.),	191.10
	<hr/>
	\$994.00

To this should be added the cost of transporting sixteen pupils from Frye Village and one from Scotland District during the four winter months, amounting to sixty-eight dollars, making a total cost for transportation of one thousand sixty-two dollars per annum. Of the children coming from Frye Village, four are in each of the Grades VII, VIII, and IX, and four are in Punchard. The one from Scotland District attends Punchard.

NINTH GRADE PROMOTIONS

Fifty-nine pupils satisfactorily completed the work of the ninth grade in June and were promoted to the Punchard School. Of this number forty-five entered the Punchard School in September. Of the fourteen who did not enter, four moved out of town, and six have gone to work in the mills. The following is a list of the names by schools :

STOWE SCHOOL

Alice Josephine Abbott,	John Leo Haggerty,
Walter Vincent Allicon,	Philip Lewis Hardy,
Fannie May Angus,	Ethel March Hazlewood,
Helen Elizabeth Bailey,	Margaret Watt Hutcheson,
Belle Bowman,	Helen Elizabeth Jenkins,
Alexanderina Boyd Brown,	David Robb Lawson,
Alice May Carden,	Clarence Douglas Lindsay,
Helen May Cates,	Florence McCreadie,
Elsie Blanchard Cheever,	Florence May Mears,
Frederick Eaton Cheever,	Clarence Edward O'Connell,
Ada Louise Cole,	Ruth Katherine O'Connell,
Marion Cole,	William Poland,
Anne Mabel Coleman,	Elsie Pearl Ralph,
Ray Dearborn,	Allen Marco Ray,
Annie Florence Dugan,	Elizabeth Ronan,
Helen Eaton,	Alexander Jeffries Ryley,
Bernice Carolyn Gilbert,	Marion Dalton Saunders,
Elizabeth Scott Gordon,	Frank Leonard Smith,
Norman Gordon,	May Gertrude Stevens,
Bernard Elbert Gray,	Charles Albert Stone,
James William Grosvenor,	Elizabeth Caroline Watts,
Sarah Elizabeth Whittemore.	

BRADLEE SCHOOL

Ivan A. Brooks,	Daniel Peter Donovan,
Edwin Walter Brown,	Jane Ellen Donovan,
Margaret Grace Burke,	Clara Emma Haeber,
Clinton Burnap Clarke,	Henrietta Estella Herrick,
Roy Ashton Daniels,	Linda May Jaques,
Marjorie Elizabeth Davies,	George William Simpson.

WEST CENTRE SCHOOL

Alfred Watkin Dwight,	Victor Melvin Foster.
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OSGOOD SCHOOL

Charles Henry Greenwood,	Ruth Eleanor Shaw.
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NUMBER OF CHILDREN TO A TEACHER

In several of our schools in the Center the number of children to a room is larger than can be taught to advantage. The time and strength of the teacher is limited, and when these are distributed over too large a number of children the amount of individual attention she is able to give them is necessarily small. Unless there is opportunity for individual instruction many pupils seriously suffer in their school work. With fifty or more children to a room the teacher is compelled to depend almost entirely upon mass teaching. The bright and the dull, the quick and the slow, the industrious and the lazy, the attentive and the inattentive, must all be taught the same thing at the same time, and the school becomes a veritable Procrustean bed. Some are held back while others are pushed ahead beyond their strength and beyond their depth. The former from lack of work to occupy their time often become mischievous and lose all interest in school work, while the latter become discouraged and too frequently leave school as soon as they have reached the age limit.

We have endeavored to remedy this condition of things by promotions and transfers during the year, but the crowded condition above referred to has often rendered this impossible because of the consequent bunching of children in rooms already too full.

In this connection I cannot do better than to quote the words

of President Eliot, which I think entirely coincide with the sentiments of educators and intelligent students of our public schools throughout the country.

“ Given better teachers, the next additional expenditure should be due to a large reduction in the number of pupils placed before a single teacher. This number now varies from forty to sixty. The higher number is monstrous, and the lower is by far too large. Twenty to twenty-five pupils are quite enough, if there is to be adequate attention to the individual and proper classification of pupils, according to quality and capacity. This is the improvement most urgently needed in the American schools of to-day.”

Supt. Russell, of Brockton, in discussing the same subject, says : “ This reduction will increase the expense, but I am confident that more can be done for the education of children by this plan than as the schools are now organized. The question should not be considered from the standpoint of cost, for if so it would be better to have seventy-five or a hundred to a teacher. Nor is it a question of a teacher’s ability to control and care for them. If so, I may say that there are many teachers in this city that can take care of seventy-five. But no educator will contend for a moment that any teacher can properly educate a class of fifty, as we find children in our public schools.”

ALTERATIONS IN PUNCHARD BUILDING

The changes made at the Punchard School building last summer have been highly appreciated by teachers and pupils. We now have a broad passageway communicating with all the rooms on the first floor and rendering them independent of each other. The two well-lighted rooms, which were made from the main room, have also largely increased the efficiency of the building. While the cost was greater than the original estimate, there can be no doubt in the mind of anyone familiar with the building before and since the changes were made but what the money has been well spent.

PLAY-GROUNDS

The purchase by some public-spirited citizens of the lot in the rear of the central buildings for a public play-ground is a movement of more than ordinary interest. It is coming to be more and more recognized as a fundamental principle of education that the play activities of children and young people

must be utilized in any rational scheme of instruction. All young animals play as naturally as they breathe or eat. To this the child is no exception. In fact, the higher the animal in the scale of existence the more pronounced are the playful instincts of its young. The restless physical activity of young people must be given proper direction or it will be expended in ways that are harmful.

I hope this land may be improved at an early date and, in connection with the adjoining school lots, equipped with all proper play apparatus. If to this can be added a gymnasium with public baths, a most important step will have been taken toward civic righteousness and the culture of good young citizenship.

PUPILS' LUNCH

About the middle of the fall term the Trustees and your Committee adopted the recommendation that a lunch be provided for the pupils of Punchard School. The cooking room in the basement of the building afforded an excellent place for serving a lunch and Miss Goldsmith, the teacher of cooking, was placed in charge. So far the experiment has proven an unqualified success. Plain but appetizing food and drinks have been furnished the pupils at cost and the patronage from the first has fully justified the wisdom of adding this new feature to the school. It has also been found that the association of pupils and teachers during the lunch hour cultivates a pleasant social spirit in the school which cannot but exercise a beneficial influence.

UNSANITARY CONDITIONS

The unwholesome sanitary conditions existing at four of our large school buildings have often been referred to in the past. The antiquated out-houses in the rear of these buildings are not only sources of physical contagion but they exert an unwholesome moral influence as well. I have yet to find one person in this community, who, when his attention is called to the conditions at these buildings, does not condemn them. The unanimous sentiment seems to be that the matter has already been neglected too long. The whole problem is so prominently before you and

such definite plans for bettering conditions at these buildings will be presented to the public at the coming March meeting that I need only make this brief reference to the subject here.

SEATING OF PUPILS

In connection with her work in physical training, Miss Carret has given much attention to the proper seating of pupils, and has rendered great assistance to the regular teachers in securing a more healthful position of the children while at their desks.

I recommend that gradually the present unsanitary seats and desks be replaced by modern adjustable ones. Many cases of more or less marked curvature of the spine and other deformities result from the unnatural positions which children are compelled to assume while occupying these desks. We now have three hundred and seventy adjustable desks in use but the number should be largely increased at an early date. It is unwholesome at best for an active child, and any healthy child is active from necessity, to be restricted in his movements to the limits of a desk in a crowded schoolroom from four to five hours daily, and every means ought to be used to lessen the bodily fatigue, nervous irritability and eye-weariness which must in a measure result therefrom.

SIGHT AND HEARING

The teachers are instructed to be ever on the alert to detect any evidence of defective sight or hearing in pupils and to call the attention of parents to the matter and when it seems necessary recommend that proper medical authority be consulted. In many cases tests have been made under the direction of the supervisor of physical training. Attention is called to Miss Carret's report printed elsewhere.

Says Superintendent Boyden, of Taunton, "The percentage of pupils whose sight and hearing are not normal will seem surprisingly large to everyone when he first discovers it. Recent tests in a neighboring city showed that twenty-seven per cent of the pupils examined had defective eyesight. We know that there is such a thing as color-blindness, but are not aware that many a child never sees things as they actually are. Many a child, too, cannot interpret correctly the sounds that he hears. Many a case of seeming stupidity in pupils is due to some

purely physical cause—to defective sight or hearing, or both. Such pupils have eyes and see not, have ears and hear not. How can they understand?”

And Superintendent Carfrey, of Northampton, adds, “It would be a wise move to have an expert test the sight and hearing of all school children at the beginning of the school year. While this would seem to some a burden of expense, yet the value of the examination to all concerned, and the relief it would give to many of the pupils would more than compensate the expenditure. There are many things which cannot be estimated in dollars and cents.”

ADENOID GROWTHS

About twenty children have been found who are suffering from adenoid growths in a more or less pronounced form. In most cases the attention of parents and physicians has been called to the matter and several successful operations have been performed, contributing much to the relief of the children and to an improvement in their health.

NEATNESS AND CLEANLINESS

The teachers have devoted no little time to training children to habits of personal neatness and cleanliness. The new course in physiology and hygiene published elsewhere in this report, lays much stress upon these matters. Clean towels and soap, with the best toilet arrangements that conditions will permit are provided at all times for every school in town and teachers are expected to see that the children make abundant use of them.

SPELLING

A systematic and determined effort is being carried out to make the pupils of our schools excellent spellers. This not simply by a theoretical presentation of the subject, but by spelling, spelling, spelling orally and in writing; by training eye, ear, and vocal organs; by making the pupil familiar with words from constant association with them; by persistent drill upon and unintermitting review of carefully prepared lists of all difficult words in common use.

A list of about two hundred words has been prepared for each of the grades from the third to the ninth. These lists are

adapted to the age and vocabulary of the child and contain only such words as present some difficulty in the matter of spelling and are likely to be of use to him. The list for the children of each grade includes not only those words which belong to their own particular grade but is a lengthening chain including those of all the other grades through which they have previously passed. Every child is to be made as familiar with the spelling of each word in these lists as he is with the spelling of his own name and is to be so persistently drilled in them that they become a permanent acquisition. Of course the work in spelling is not confined to these lists; all words of difficulty occurring in the several other branches are made the subject of study. Much use is also made of the spelling book.

Edward R. Shaw, the dean of the School of Pedagogy, New York University, writes as follows: "From the experiments made and the verification of the conclusions in actual school application, I am convinced that the motor apparatus used in speech should be employed to a large extent in teaching spelling. And in that preparation the letters should be grouped into syllables and the syllables pronounced according to the method of a generation or two ago. If we would give the vocal organs training, we must give them work to do in clear and exact articulation and enunciation. There is no other exercise in the schoolroom comparable to this oral preparation of spelling lessons and the pronunciation of each syllable in the manner which I have indicated to secure these most desirable results. Care then in the right kind of oral preparation, with considerable oral test before writing, training pupils to build up words by using the small unities into which words can be divided, is a method of teaching spelling productive of the best all-round results."

Superintendent Parlin, Quincy, "A correct visual image is the beginning of correct spelling. One does not know a word until he recognizes it in its usual form and can pronounce it correctly without the aid of divisions or marks. The benefits of oral spelling are not generally appreciated. It is freely granted that the only use of spelling in practical life is in writing, but in learning to spell the ear-minded child is greatly helped by oral spelling. It also affords a good drill in clear enunciation and correct pronunciation.

WRITING

After a number of years' experience with vertical writing, I have become convinced that it is an extremely difficult matter to

teach a large majority of children to write a perfectly vertical hand. This seems to argue that it is physically unnatural. It has been a constant struggle upon the part of the teachers to prevent the back slant, and that they have not been successful in their struggle, an examination of the writing in any system of schools where vertical writing has been in vogue, will furnish abundant evidence.

Supt. Peaslee, of Lynn, says : " It would seem that there must be some fundamental reason for this persistent reversion to slant writing. I believe there is such a reason and that it is purely scientific."

Consequently it seemed best to recommend to you that at the beginning of the present school year that we adopt the so-called, natural, medial or semi-slant writing. This system preserves all the advantages claimed for the vertical writing with the additional point in its favor that it has a slant forward of about twenty-three degrees from the perpendicular.

To quote : " The plan is based on the belief that neither an extreme slant nor a vertical script is natural to the average writer.

" An extreme slant tends to angularity and illegibility ; vertical writing is usually slow and tends to an unsightly backhand or irregular slant. If left to themselves without specific directions, children naturally fall into a certain slant in writing, and it is found, by comparing hundreds of letters written by adults and judged wholly on the grounds of legibility and freedom of execution, that the same slant prevails as in the children's natural writing.

" The copies are designed to be written, not printed. They have the simplicity and the full, round, open style of the best vertical forms, but avoid their eccentricities. The capitals have been designed first, for legibility ; second, for ease of execution ; and third, for grace of form."

KINDERGARTENS

At the opening of the schools in September, the John Dove Kindergarten took possession of new, more commodious and very pleasant rooms comprising the lower floor of a new house erected by Mr. Chapman near the old location.

I am pleased to note a decided improvement in the quality of the training given in this as well as the other two kindergartens

of the town, and I feel that they compare favorably with other schools of their grade in eastern Massachusetts. Kindergarten training is better suited to the development of children of five or six than that furnished by the first primary, and it would be a great gain educationally for the town if every child were required to spend from one to two years in these schools before entering the first grade.

The importance of this kind of work is now universally recognized among educators and other students of educational methods. A few quotations may be of interest.

Supt. Gregory, Chelsea: "As to the expediency of the kindergarten it is to be said that it saves time in the school course. It is now proven, beyond all question, that children trained in the kindergarten surpass in their subsequent course pupils not so trained. The fact is that most children at the age of entrance into school, are not ready for the intellectual labor demanded of them. They are able to do the kindergarten work. This means that the faculties appropriate to the kindergarten work are developed by the kindergarten work and are not developed by first grade work. This fact gives a suggestion of the reason why the kindergarten trained pupils do the remaining nine grades in eight or less."

Supt. Soldan, St. Louis: "The kindergarten, while it nominally adds a year to the course, should, and does, give so much additional power to the child that his subsequent progress in formal school work is made more rapid and efficient thereby."

Supt. Jacoby, Milton: "The more I study the kindergarten and observe its work, the more I am convinced that it should be an integral part of every system of schools. While the length of time which should be given to kindergarten training is still a debatable question, I believe that at least a year of such training should be provided. Experience has proven that children who have had that length of training before they have entered the regular grades, have shown decided benefits of it in their subsequent work."

Supt. Lull, Newport, R. I.: "The kindergarten prepares the way for the lower primary grade. The physical exercises, music, and manual work; the self-control taught, good actions imitated and senses trained; the development of language through stories, songs and games, and poetry, the habits of order and neatness inculcated, and finally, the lessons in good manners and unselfish deeds; these all are an excellent preparation for the coming school years."

Dr. A. E. Winship, editor of the *Journal of Education*, Boston :
“ I speak from a pretty fair comprehension of the school systems of thirty-six states of the Union, from some personal acquaintance with them, and from a close study of the conditions in hundreds of cities and towns and I am convinced that the kindergarten is the most humane, most judicious, most economical expenditure of money in the entire system. I am certain that the money in a good kindergarten is the best money expended in a town.”

In connection with each of the kindergartens a mother's club is maintained. Meetings are held monthly and questions connected with the training of children are discussed by members and by invited speakers. These meetings are productive of much good. They are held in the kindergarten rooms and tea with light refreshments is served. Books and periodicals upon kindergarten training and other subjects of interest to mothers are also brought to these meetings and exchanged among the members, and their contents discussed. These meetings are held in the afternoon generally, but occasionally an evening meeting is appointed to which the fathers are invited.

In December, Miss Margaret W. Morley of Boston, delivered three lectures in Punchard Hall under the auspices of the John Dove Mother's Club. Her subjects were :

“ Motherhood.”

“ Fatherhood.”

“ Certain bad habits among children and how they may be corrected.”

The lectures were very interesting and were well attended by the members of the John Dove, Indian Ridge and Bradlee Mother's Clubs, the teachers in the public schools, and many other ladies of the town.

COOKING AND SLOYD

Instruction in cooking has gained steadily in the quality of the work done and in the approval of the public. The girls are enthusiastic over their lessons and this enthusiasm is plainly reflected in the increased interest of their parents and friends. They are receiving an invaluable training, and yet one that is in the nature of a relaxation from the more abstract lessons of the schoolroom.

Lessons in elementary sloyd have been given the boys of the eighth and ninth grades since September at the same hours when the girls of these grades take their cooking lessons. The work has been in charge of Mr. Andrews, director of drawing, and although carried on to some disadvantage in the physical laboratory of the Punchard School, I feel that the time has been well spent. I earnestly hope a suitable room and equipment may be provided by the opening of a new school year for this most valuable feature of school work.

It is characteristic of this kind of work, wood-working, cooking, basketry, sewing, and other manual training branches, that instead of interfering with the progress of the children in their other studies it really reacts favorably upon them in the increased interest which is manifested. Many children can be best aroused to a larger interest in their school work through such means. The perplexing problem with all teachers is how to "get at" some boys and girls, and this, it is found, can best be accomplished by discovering what their natural interests are. This is the magic spring which skilfully touched may change the whole character of the child's life. The boy, the girl has found herself, and her attitude toward school and all its work is thenceforth changed for the better.

The following quotations express the present position of educators generally upon this subject:—

Prof. Dewey, of Chicago: "Recent psychology has made it unnecessary to argue the fact that this training of hand and eye is also directly and indirectly a training of attention, constructive and reproductive imagination, and power of judgment. The manual training movement has been greatly facilitated by its happy coincidence with the growing importance attached in psychological theory to the motor elements. The old emphasis upon the strictly intellectual elements, sensations and ideas, has given way to the recognition that a motor factor is so closely bound up with the entire mental development that the latter cannot be intelligently discussed apart from the former."

Supt. Stevens, Sioux City, Iowa: "After a very careful and thoughtful trial, manual training has become one of the most prominent and indispensable factors in our educational system. During the last twenty-five years it has received the attention of all the leading educators of the country. Wherever it has been introduced it has rapidly gained favor, and has thoroughly

demonstrated the wisdom of its introduction into the school system. In every American community whenever a departure is recommended, one of the first questions asked is, Will it pay? In answering this question I will say: If it pays to rescue the most precious thing in the world, a human soul; if it pays to develop beautiful characters and make it possible for them to follow useful and honorable careers; if it pays to prevent poverty rather than alleviate it, to cure rather than to veneer it; if it pays to make good American citizens; if it pays to make children happy and parents happy, and to bring a wholesome influence for cleanliness, beauty, independence, self-help, honesty and honor to bear upon many homes; if it pays to contribute to the cause of education to those whose whole career of usefulness is ahead of them, then it pays to maintain manual training, for in a larger and practical way it fills all these ends."

Supt. Parlin, Quincy: "As might be expected, manual training reacts most favorably upon the other school work. Pupils who spend from two to six hours a week upon this subject find no difficulty in maintaining their usual standing in their other studies, and often there is a decided improvement in those studies. It gives pupils an opportunity to apply some of their knowledge before leaving school, and to learn the important fact that education actually has some relation to practical life. Nothing will awaken the child's mind more quickly or stimulate him to his best effort more surely than for him to see that he is really doing something worth doing. In much of the school work the child's interest and effort lag because he cannot see any use in it all. But in manual training he has in mind a definite, concrete, useful thing to make, and, finding use for arithmetic, drawing, science, and other knowledge, he applies himself to his books with a new interest and increased success. This mental awakening also reacts in a most healthful way upon the body. The body is more alive. His physical condition is actually changed for the better. It is not unusual to find the general health of the pupil improving from the time he begins regular and systematic manual training. He is more active, more careful, more diligent, and more contented with school life. That pupils having the advantages of manual training do more and better work in the same time, deport themselves more satisfactorily, attend more regularly, remain in school longer, and have better physical appearance, is almost the invariable testimony of their teachers."

Supt. Taylor, Hopedale: "It develops a side of the pupil left undeveloped by the other studies, and education means the development of the whole man. It would also be of direct value to the large number of boys who leave school early to go

to work. The ability to make and read mechanical drawings, and to manipulate tools, would add to their wage earning capacity, and secure more rapid promotion, both tending to make them more desirable citizens. It would help those who make no direct use of it in their life work to appreciate and sympathize with their fellowmen, most of whom must ever be employed in mechanical pursuits. This sympathy will help in the solution of the great industrial and economic problems to be solved by our boys and girls."

Supt. Fassett, Nashua, N. H. : "Is it not true that the school curriculum has tended too far towards fitting a child for a passive and sedentary rather than an active and laborious life? The child is taught the dignity of labor from the text-book, but in the schoolroom he is given little chance for the application of the principle. It should be recognized that although ninety per cent. of the pupils must enter upon some work where manual labor is an absolute necessity for bread winning, yet in our schools we ignore the fact almost entirely. A complete solution of the problem is impossible, but it is evident it must be worked out along the following lines, namely: domestic science, including cooking and sewing for the girls, and manual training, including mechanical drawing and the working in wood and metal for the boys. The more carefully and completely the above idea is incorporated into the school system, the more direct and lasting will be its results."

LATIN OR FRENCH IN THE GRAMMAR SCHOOLS.

I wish to renew my recommendation of last year that an opportunity be given the pupils of Grades VIII and IX to study either Latin or French. I am confident from experience and observation that such study would strengthen the work in English, besides giving children an opportunity to begin the study of a foreign language at a time when they learn language most easily. It is a well recognized fact that a person, to become a proficient performer upon the piano or violin, must begin his lessons in childhood. A like principle holds in language study.

POPULAR ERRORS

It would hardly seem necessary to take pains to say that children *are* taught the alphabet and multiplication table in our schools, were it not for the fact that a number of times during the past year the contrary statement has come from sources otherwise intelligent. It is true we do not start off by teaching

children the names of the letters in the alphabet, because we have found a better way, but every first grade child knows the names of all the letters and can spell his words by letter before the end of the first year.

No child is allowed to escape from the fourth grade without knowing how to rattle off the multiplication table forward, backward and at random, if we can possibly help it.

These are examples of errors in regard to the schools here and elsewhere held by a class of people who speak volubly about matters educational without taking the least pains to inform themselves. The schools, all public institutions, are just objects of criticism; we invite intelligent criticism; it helps us to make the schools better.

CHILDRENS' GARDENS

The Village Improvement Society for a second time last spring distributed flower seed among the school children of the town at the nominal price of one cent per package, and supplemented this by again offering for the best gardens five first prizes of one dollar each and five second prizes of fifty cents each. One hundred and eighty-one children at the close of the school year in June entered their names as competitors for these prizes against eighty for the preceding year. These gardens were divided up among a committee of ladies appointed by the Society, and were visited at intervals during the summer and early fall. The ladies expressed their very great pleasure at the interest manifested in these gardens by both the children and their parents, and at the cordial reception which was given them everywhere.

In awarding the prizes they had regard not only for the excellence and beauty of the gardens, but also for the age of the children and the difficulty encountered by them in the culture of the flowers. The following is the list of children who received prizes: —

First Prize —

Maude Orcutt,	E. Chestnut Street.
Burnett Matthews,	197 No. Main Street.
Clarence Auty,	22 Haverhill Street.
Walter and Theresa Remmes,	Missionary Lane.
Arthur Hoffman,	Ballardvale.

Second Prize —

Malachi Lynch,	48 Morton Street.
Mary Dolan,	North District.
Annie Batchelder,	100 School Street.
Mary and Lizzie Dick,	3 Cuba Street.
Wendall and Nellie Kydd,	1 Mineral Street.

The committee found so many gardens that were good that they felt somewhat embarrassed in making the awards, and so felt called upon to grant additional gratuities or third prizes to the following named children :

Third Prize —

Arthur and Clarence Eastwood,	189 No. Main Street.
Charlie Bowman,	66 Park Street.
Helen Holt,	66 Chestnut Street.
Isabel Bruce,	3 Mineral Street.
Helen Hardy,	North District,
Bessie Corthell,	Ballardvale,
Emma Holden,	Phillips Street.
Mildred Weeks,	Central Street.
Ethel Brownell,	Phillips District.
Sarah Coyne,	Pine Street.
Annie Kyle,	Elm Street.

The teachers were asked to take up the matter of seed planting, germination, and culture of flowers in their respective schools previous to the time of garden making in the spring.

I wish to express my hearty appreciation of the movement and to testify to its beneficial influence upon the children.

PARENTS' DAY

The results of our Parents' Day exercises last year were so gratifying to parents, children, and teachers that we were encouraged to arrange for such a day in each of the schools again this year. In most cases they are placed in the month of February. It is understood that the teachers on this occasion attempt to present as far as possible the actual everyday work of the children, and every child, irrespective of his efficiency, is expected to take some part.

Parents are given an opportunity to observe the schools at work, to examine and compare the written and other manual

exercises of the pupils and to familiarize themselves with the place where their children spend so large a part of their waking hours. Teachers and parents meet and get better acquainted and encourage each other. These days have likewise a stimulating effect upon the children.

EDUCATIONAL PILGRIMAGES

On Saturday, March 14, a party of sixty-one, composed of the children of the ninth grades from the Stowe, Bradlee, West Center, and Osgood Schools, and their teachers, were taken to Boston to visit points of interest. They visited historical places in the North End, the State House, the monuments in the Common and Public Garden, the rooms of the Natural History Society, Trinity Church, Museum of Fine Arts, Public Library, Youth's Companion Building, the top of the Ames Building, the Globe newspaper plant, Navy Yard and Bunker Hill Monument.

Before making the trip the children were given a talk in Punchard Hall upon the points to be visited illustrated by stereopticon views, and after their return they each wrote an account of some feature of the trip. By courtesy of Mr. John N. Cole, a number of these were published in the *Townsman*.

The day was pleasant and the children all seemed to enjoy the trip and I think were much profited by it.

It is proposed, if it meets with the approval of parents, to make the pilgrimage again this year. Mr. Flanders, of the Boston and Maine, has promised to give us the same low rate of fare as last year, with a special coach going and coming.

VISITS TO THE ARCHAEOLOGICAL BUILDING

By courtesy of the curator, Prof. Warren K. Morehead, the teachers of a number of the upper grades have been allowed to take their schools to the rooms of the Archaeological Building where the exhibits have been explained to them in an interesting way.

GIFTS FROM W. R. C.

I take pleasure in acknowledging the receipt of a beautiful flag and framed lithograph representing the history of the flag, pre-

sented to the Indian Ridge School by the ladies of William F. Bartlett Woman's Relief Corps. They have also presented flags to the Stowe and Bradlee Schools.

CONCLUSION

In conclusion I wish to testify to the good work which the teachers with very few exceptions are doing. In all that makes for character they are a credit to the community and their earnestness and zeal are worthy of high commendation. The general atmosphere of the schools is inspiring and the children are happy, as children should be, in their school life, while fitting themselves for the serious duties of the life that comes after schooldays are over.

There is a hearty co-operation everywhere which has rendered my part of the work extremely pleasant.

Respectfully submitted,

CORWIN F. PALMER.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

During the school year ending in June, 1903, there were enrolled one hundred thirty-one pupils, seventy-two girls and fifty-nine boys.

Prizes for excellence in various subjects were awarded as follows :

The J. W. Barnard prizes for excellence in English composition and delivery, to Sarah Hartwell Pratt, a first prize of twenty dollars; to Dorothy Blanche Logan, a second prize of twelve dollars; to William Cecil Bliss, a third prize of eight dollars; to Isabella Fairchild Starbuck, a fourth prize of six dollars.

The Goldsmith prizes for excellence in declamation, given by the Alumni Association, were awarded to Flora Baldwin Lindsay and James Hartwell Abbott, five dollars each.

On June 18, the largest class in the history of the school was graduated, consisting of twenty-five members, fourteen girls and eleven boys. Of these, fourteen are continuing in some line of study. Two are in the Mass. Institute of Technology; two in Normal School; one in Simmons' College; one in University of Illinois; one in Phillips Academy; one in New England Conservatory of Music; one in Kindergarten Training School; three in Commercial Schools; two in Boston Normal Art School; two have taken post-graduate study at Punchard.

The following is the programme of graduation :

“ *Carpe Diem.*”

PRAYER.

MUSIC—“Send out Thy Light,” *Gounod*

SCHOOL.

ESSAY—" Literary Estimate of Henrik Hertz," . . .

ISABELLA FAIRCHILD STARBUCK.

MUSIC—" Voice of the Western Wind," . . . *Barnby*

GIRLS CHORUS.

SCENES FROM HERTZ'S "KING RENE'S DAUGHTER."

Synopsis of Scenes I, II, III and V given by

KATHERINE LOUISE MOYNIHAN.

KING RENE,	. . . . .	William Cecil Bliss
SIR TRISTAN,	. . . . .	Roy Wallace Lindsay
SIR GEOFFREY,	. . . . .	Russell Chandler Abbott
EBEN JAHIA,	. . . . .	Ralph Abbott Bailey
BERTRAND,	. . . . .	Douglas Donald
ALMERIK,	. . . . .	John Joseph Geagan
IOLANTHE,	. . . . .	Sarah Hartwell Pratt
MARTHA,	. . . . .	Bertha Carnegie Coutts
RETAINERS,	. . . . .	Members of the Class

A CASSANDRE—A Lyric in Old French, . . . *Ronsard*

FLORENCE BELLE LINDSAY.

PIANO SOLO—" Les Voix du Matin," . . . *G. D. Wilson*

GRACE ASHBY JENKINS.

PRESENTATION OF CLASS GIFT.

Presentation by CHARLES LEO BURNS, Class of '03.

Acceptance by HARRY WESLEY DAVIES, Class of '04.

CLASS HISTORY—

SARAH BINGHAM WHITE.

MUSIC--Waltz from "Faust," *Gounod*

GLEE CLUB.

CLASS PROPHECY, "

DOROTHY BLANCHE LOGAN.

PRESENTATION OF DIPLOMAS.

MUSIC—Class Song,

BENEDICTION.

CLASS OF 1903.

George Richard Abbott,	John Joseph Geagan,
James Hartwell Abbott,	Frank Halstead,
Russell Chandler Abbott,	Grace Ashby Jenkins,
Ralph Abbott Bailey,	Florence Belle Lindsay,
William Cecil Bliss,	Roy Wallace Lindsay,
Charles Leo Burns,	Dorothy Blanche Logan,
Clara Mabel Schiller Clemons,	Agnes Cecilia McCarthy,
Queenie Eunice Ryder Clukey,	Katherine Louise Moynihan,
Bertha Carnegie Coutts,	Sarah Hartwell Pratt,
Hannah Mary Christina Daly,	Florence May Simpson,
Douglas Donald,	Isabella Fairchild Starbuck,
Dorrice Downing,	Clarence Horsman Weeks,
Sarah Bingham White.	

Looking to the future, it may not be out of place to refer to a few matters in which the condition of the school would be very much improved by changes.

First, it is not necessary to plead the desirability or the necessity of abolishing the present out-buildings and installing a system of modern sanitary conveniences.

Secondly, it has been impossible to properly heat the building at all times as needed. The upper hall has been used for opening exercises each morning; the work in drawing has been carried on there one day each week; two classes a day have been held there, and when not in use for other purposes pupils in typewriting have worked there. So that practically the whole building has been in use during school hours.

The furnaces are unable to furnish sufficient heat for the hall and at the same time maintain a proper temperature in the recitation rooms. And further, no means whatever is provided for heating the lower hallway where the pupils pass back and forth to their different recitations, and which should be warm.

Again, it would seem a necessity that in a school of the size of the Punchard School there should be toilet rooms for the teachers and also a room to which the lady teachers could retire at their need and which could be used in case of slight or sudden illness on the part of teacher or pupil.

And last, it seems a necessity that some room should be provided as an office for the principal, where he can perform to better advantage the duties pertaining more directly to the administration of the school, where visitors may be received, and where for various purposes the principal may be able to confer with pupils and teachers.

Respectfully submitted,

ALTON W. PEIRCE.

MUSIC TEACHER'S REPORT

Mr. C. F. Palmer, Superintendent of Schools :

To those who are interested in music education as it is developed in the public schools we would call attention to the changes in the plan of work in the lower grades.

Hitherto we have begun our technical work very early in the year after a few preparatory songs—this year, beginning in September, it seemed wiser, after a careful study of the use of pure song singing to place all work pertaining to the representation of music much later in the year and to devote much more time to music itself.

Songs have been selected with great care, which should be attractive in melody and pronounced in rhythm—this method has proved most satisfactory in its results and most enjoyable in class-room work to children, teachers and supervisor.

In our town and in all others which it has been my privilege to visit I am convinced that too much is being taught to little children concerning music representation and far too little actual music is being learned.

This fact is being realised by some leading educators in music who are deeply interested in the work of the public schools, since it is from here that most of their own pupils come later, whose influence is such that it may both be hoped and expected that in a short time an entirely new attitude will be assumed by those who have in their charge the development of music in the children of the public schools.

It has been interesting to notice the kind of music which is most attractive to children, and it can safely be said that the best music pleases the greater number—that is music of pure melody and perfect rhythm. We still have a work to do in teaching the children the value of words; the poetic side of a child's nature should be developed very early not only in cultivating his appreciation of poetry but his own expression of it.

We have made a small beginning in this direction already, and trust some may be interested in our first attempts.

The subject "Winter Days" was chosen in one school and nearly every pupil presented a stanza of four lines written by himself within school hours. The following were chosen as the best two, the first being written by a girl and the second by a boy of the eighth grade.

" Snowflakes now are falling softly
Covering as a blanket all,
Chick-a-dees are singing gaily
'Mongst the trees now bare since fall."

" Now the snow falls all around us
In the valley, on the hill,
Flake on flake, piled into snow-drifts
O ! it seems so cold and chill."

Our next step was to compose a melody for these words. Some of the results were quite pleasing, and I regret that we are not able to reproduce a few of the best here.

The technical work has in no way been neglected for the new lines of work ; as much ground has been covered thus far in the year as in any previous year, and in a few cases more has been accomplished.

Not too much can be said in praise of the attitude of the Punchard pupils toward the music, both in the general chorus work and in the glee club just formed. There are few high schools in which so large a proportion of the pupils willingly take part in the work. Our lesson occurs on Friday morning during the first period and any who are interested in this phase of our music work we shall be glad to welcome.

Respectfully submitted,

ELIZABETH HOAR.

DRAWING TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

I herewith have the honor of submitting the following report of the work in drawing.

The aim of the work in the grades has been to stimulate a love for nature and an appreciation of the beautiful. The purpose of the work of the first term has been to train the pupil to habits of accurate observation and to give him a knowledge of nature ; of the second term to develop a love of good construction ; and of the third term to cultivate orderliness, a refined taste in selection of the beautiful and the power to create.

Seven teachers' meetings have been held, in which the aims and character of the work for each term have been discussed. In these the attitude of the teachers has been most earnest.

Instrumental drawing has been introduced in order to develop a finer sense of accuracy. This has been correlated with the work in sloyd, the wooden models being made from the drawings. In view of this, drawing kits have been supplied the schools.

Many new paint boxes have been furnished and forty-five Chinese and Japanese objects for still-life have been added to our equipment.

Examples of the work in the different grades have been exhibited in the office and have been helpful in creating a wider interest in the drawing.

The aim of the work in drawing at the Punchard High School has been "to teach seeing, doing and knowing." "Drawing ought to cultivate the hand and the eye, and increase the knowledge of the subject represented."

Mechanical drawing divisions have been formed in the three upper classes, the necessary, boards, instruments, etc., having been furnished.

The pupils have been ranked and their marks given throughout the year.

There is much need of a room especially equipped for drawing, one with a north light, plenty of room, with places to hang casts and drawings, and to keep material.

The outline of the work in drawing is given below.

Respectfully submitted,

J. WINTHROP ANDREWS.

REPORT OF DIRECTOR OF PHYSICAL TRAINING

Mr. Corwin F. Palmer, Superintendent of Schools :

The aim of the work in Physical Training has been as follows :

1. To study the condition of the child as an individual and to plan work whereby this condition may be changed or improved.
2. To train all parts of his body to a quick and accurate muscular response, and by this means increase his brain power.
3. To develop his sense of rhythm by means of rhythmical movements.
4. To cultivate his imagination and power of bodily expression by means of motion songs and gymnastic stories.
5. To foster his natural love of activity by means of games and exercises involving vigorous movement.
6. To promote health, and to develop his body harmoniously.
7. To teach him obedience, discipline and courage.

Feeling then, that Physical Training in its broadest sense, involves all matters pertaining to the personal welfare of the child, not merely to the arrangement of exercises to correct his faulty positions or deformities, careful attention was first given to the seating of the children at the beginning of the school year.

As the children sit nearly five hours a day it is most essential for their correct growth and health that they be seated comfortably, that is, in seats that fit them.

Where there was adjustable furniture each child had his desk and chair adjusted to fit him. In the many rooms where there was no adjustable furniture, the children were changed from one seat to another until all were seated more comfortably, but unfortunately not always in seats that fitted them.

Careful measurements were taken* for lifts under chairs or desks if that method of fitting should be thought advisable.

Even with such changes my records show results something like these :

Total number of children in one classroom, 31; desks not fitting, 22. Total number of children, 42; desks not fitting, 41, etc.

This means that a large proportion of the children during their period of most rapid growth are seated for nearly five hours a day in seats that will cause spinal curvature, narrow chests, high shoulders, and also nervous disorders.

In nearly all cases the desks are too high, as compared with the seats.

The gymnastic work is doing much to correct the various deformities and relieve the nervous strain of sitting in uncomfortable seats, but it cannot entirely counteract the results of the bad postures assumed for so many hours every day.

The prevalence of mouth-breathing among the children was my next care, and with the interested assistance of the teachers I was able to make a careful record of the same, and have been able to visit some of the parents whose children are troubled in this way.

The mouth-breathing habit is the cause of various throat and lung troubles, also ear trouble, as well as dullness, and nervousness among children. It is caused usually by an adenoid growth which can be removed by a simple operation.

The gymnastic work has been graded as nearly as possible to suit the ages and needs of the children, and a series of exercises has been issued weekly to each teacher. Running, jumping and games have also been a feature of the indoor as well as the outdoor work. Several basketball teams were organized in the fall, balls were purchased and much enthusiasm was manifested.

The work has also been arranged for the Kindergarten. In this department simple exercises are given with or without music, and also gymnastic motion songs and games. The aim is to develop the fundamental movements of the body such as those used in running, walking, bending the body, and maintaining an erect posture.

The country schools have been visited every other week and much interest has been shown in the work by both teachers and pupils.

I would ask the parents to co-operate with us in the desire to

accomplish our ends, and to aid us in having the children maintain a correct standing and sitting position out of school as well as in school. A correct standing position and sitting position is the basis for correct growth.

I most earnestly and respectfully submit the following recommendations:—

1. That more adjustable furniture be put in the schools.
2. That some simple apparatus consisting of an adjustable bar be put in the Stowe, Indian Ridge and Bradlee Schools for the purpose of corrective as well as regular gymnastic work. The cases of spinal curvature and other deformities would be much benefited thereby.
3. That each child have his heart, lungs, ankles, eyes, throat and back examined by his physician at the beginning of the school year, and that the data thereof be given to the Director of Physical Training.
4. That the girls be dressed as loosely as possible in order that their arms and bodies may move freely, and their chests have room to expand and develop.
5. That the following apparatus be provided:—

Two more goal posts to be placed on grounds of the Stowe School so that more children may have an opportunity to play basketball. That basketball posts and balls be provided for the West Centre, Abbott and Osgood Schools.

That dumb-bells be provided for seventh, eighth and ninth grades of the Stowe, Indian Ridge and Bradlee Schools.

That jumping standards be provided for the John Dove School.

It is a great pleasure to me to have this opportunity to express to the teachers my thanks and appreciation for the great interest and enthusiasm they have shown in the work. They all seem to realize its importance and have worked hard to make it a success in every sense of the word.

Respectfully submitted,

EDNA P. CARRET.

COURSES OF STUDY

PHYSIOLOGY AND HYGIENE

FOR THE FIRST FOUR GRADES.

(Adapted from the report of the Committee of Twelve appointed by the Massachusetts State Teachers' Association.)

PURPOSE OF THE INSTRUCTION.

1. To help the child to gain the right attitude toward the physical side of life.
2. To help the child to form right habits of personal hygiene, including abstinence from the use of alcoholic drinks and other narcotics.

GENERAL SUGGESTIONS.

1. The child's interests and point of view should always be kept in mind.
2. The work should be formal in the sense of having definite times and places for enough lessons to cover the subject.
3. In addition to the formal work, much incidental and related work should be done.
4. Both the formal and related work should grow out of the child's everyday life, in the school, on the playground, and in the home.
5. The teacher should be on the watch for opportunities to inculcate hygienic ideas of life.
6. The lessons should be brief, simple, and conversational in form.
7. The schoolroom should be a model in all that relates to cleanliness, order, ventilation, heating and lighting. The children should help to keep it so and understand how and why everything is done for that purpose.
8. The teacher should judiciously consider the home conditions of each child.
9. Instructions should be mainly positive, and of a character to guide in the formation of right habits.
10. Other things being equal, that teacher will accomplish most for the child who has the largest sympathy and keeps in the closest touch with both children and parents.
11. Such simple, anatomical and physical explanations should be given as are within the grasp of the child, and as are necessary to make the teaching clear.

OUTLINE OF TOPICS FOR THE FIRST GRADE.

The following outline which is intended to be merely suggestive and not in any way restrictive takes for its point of beginning the play instinct of the child, since playing is the particular activity the normal child seems to care most about. It may be called his business or work; he likes to do it; it promotes the physical, mental and moral growth.

Playing.—Love of play; the play of kittens, dogs, and other animals; the gaining of strength, quickness, skill, and endurance through play; how play prepares for work; the need of rest and sleep, of food and of home, of father and mother.

Sleeping.—Sleep for the purpose of rest; where to sleep, when to go to bed, when and how to get up.

Eating.—Need of food to give strength for play and for work; food and drink of the horse, the cat, the cow, and other animals; the food of the child; kind of food and drink that will make one strong and well; kinds that will make one weak and sick.

Clothing.—Purpose for which clothing is needed; clothing of the cat, the dog, the sheep, the bird, the child; care of the clothing; keep the clothing clean by washing, brushing, etc. Personal cleanliness; washing and bathing—when, how, and why; care of the hair, the teeth, the nails, the nose. Lead the children to form good habits and give up bad ones.

Homes.—Why the home is needed; the homes of birds, dogs, and other animals; the home of father and mother. The rooms and arrangement of the house for convenient and correct living—the sitting-room, the parlor, the bedroom, the bathroom, the dining-room, the kitchen, the laundry, the closets, the cellar, the yard.

Schoolroom.—The purpose of the schoolroom, cleanliness of schoolroom, and what the children can do to promote. The avoidance of litter and dirt, unclean feet, finger marks, spitting on the floor, etc. Care of the schoolroom—sweeping, dusting, keeping the blackboards clean, putting things into place, etc.; the care of the sanitariums.

Streets.—What streets and sidewalks are for, what people like about them and why; how children can add to the ease and comfort of people, in matters relative to the disposal of waste paper and other refuse, the marking of fences, the throwing of stones and snowballs, the removal of broken glass and other dangers to travel, etc.

Body as a whole.—Location and name of the external parts,—the head, the face, the neck, the trunk, the arms, the legs, the relations of such parts to right sitting and standing. How certain bad habits, as cigarette smoking, injure the body.

OUTLINE OF TOPICS FOR THE SECOND GRADE

Playing.— Review of first year's work. When, where, and how to play; kind of games; behavior at play.

Sleeping.— Review of first year's work. Need of sunshine and fresh air in sleeping rooms. Sleep of birds and other animals. The sleep of the child in other climates.

Eating.— Review of first year's work. How much and in what way we should eat and drink; simple lessons on table manners. What children eat and drink in other lands. The food of plants. The relation of food and drink to health; how good health is threatened by improper foods, by bad habits of eating, by the use of cigarettes and other forms of tobacco and of drinks containing alcohol.

Clothing.— Review and extend the work of the first year.

Homes.— Review. Value of pure air and sunlight to the home; cleanliness of the home,— things that oppose it, things that favor it, what the children can do to promote it; order in the home,— things that oppose it, things that favor it, what the children can do to promote it.

Schoolroom.— Review. The heating, the lighting, and the ventilating of the schoolroom.

Senses and their Organs.— Seeing, hearing, tasting, smelling, touching. Exercises to develop each sense, with special reference to cultivating the power of attention. The child should be tested from time to time as to the strength and health of his special organs and senses.

OUTLINE OF TOPICS FOR THE THIRD GRADE

The principal points of the first two years' work are to be reviewed, and the subjects are to be further developed in accordance with the growing ability of the pupils.

Playing.— The most enjoyable plays; kinds of play that should be most encouraged; moderation in play, avoidance of rudeness, roughness, boisterousness and trespassing, in play; fairness, manliness and consideration for others, in play.

Working.— The work of people at home, at school, elsewhere; work with the hands, with the head, with both; work for a livelihood, for learning, for help to others; how work differs from play.

Resting.— Resting when tired; resting before and after meals; resting at night. Behavior upon retiring for the night and rising in the morning.

Eating.— When to eat and drink; kinds of food,— fish, flesh, vegetables, grains, water and milk; when to drink water, why, and how

much; milk,—its sources and value; its use as a food, how to keep it pure and sweet. Review of fruits and juices; simple explanation of fermentation of fruit juices. Grains, vegetables, etc., some good and bad uses to which they are put. Moderation and regularity in eating. Beer and similar drinks made from grains injurious because of the alcohol in them.

Clothing.—Different articles of clothing worn; different materials used in making clothing; sources from which material comes.

Cleanliness.—Cleanliness of the person; washing one's self every morning; washing one's self at other times; cleanliness, in particular, of the hands, the nails, the face, the neck, the nose, the ears, the teeth; frequent bathing of the entire body; different kinds of bathing,—the sponge bath, the shower bath, the full bath, the out-of-door bath; the use of cold or hot water; the avoidance of habits that tend to uncleanness, as the tobacco habit. How cleanliness improves one's appearance, wins the approval of others, increases one's respect for and confidence in one's self.

External Parts of the Body.—The comparison of parts of the body with corresponding parts in the lower animals: the uses of such parts; the adaptation of each part to its special use.

OUTLINE OF TOPICS FOR THE FOURTH GRADE

In general, the salient points of the preceding years upon any topic should be rapidly reviewed, especially if further progress is dependent upon the retention of what has been previously learned.

Playing.—The plays of children in other lands.

Working.—Occupations of people in the community; occupations of people in other lands in similar and different climates.

Resting.—When to sleep and how long to sleep. Need of pure air in the sleeping room; avoidance of draughts in the sleeping room.

Eating.—Food appropriate to the time of year; food used in other climates. Why water is needed by the body; drinks that are harmful. The yeast plant; fermentation; the nature and effects of fermented and distilled liquors; danger in the moderate drinking of beer, wine, and cider. Instruction and practice in table service and manners.

Clothing.—Clothing appropriate for different seasons of the year and for different climates; from what and how made. Clothing of animals in different climates.

Home.—The kind of house needed; the ventilation, heating, lighting, water supply, and sewage of the house. Care of the yard, the garden, the out-buildings. Homes in different climates and countries.

Schoolhouse. — The schoolroom — its heating, lighting, ventilation, and cleanliness. Cleanliness and care of the school buildings, grounds, and sanitariums.

Cleanliness. — Cleanliness of clothing, especially the underclothing; care that it shall look, feel, smell, and be clean; repair of clothes; care to avoid tearing or soiling them. Care of hats, caps, shoes, etc. Cleanliness of rooms and everything about the house and school. Bad habits to be avoided — chewing, smoking, hawking, scuffing, spitting, etc.

Physical Exercise. — Parts of the body brought into use through service and exercise; why these parts are useful; how to care for them, to avoid injuries to them, and prepare to exercise them. Why athletes are permitted neither to smoke nor to drink. The value of exercise, rest and good air, daily breathing exercises in the school.

Avoidance of Disease. — Moderation and regularity in eating, drinking, exercising, and resting; effect of tobacco on the growth and development; care in taking cold because of wet feet, standing or sitting in draught after violent exercise, etc.

PICTURE STUDY

GRADE I —

Holy Night.	<i>Correggio</i>
Cat Family.	<i>Adam</i>
A Fascinating Tale.	<i>Mme. Ronner</i>

GRADE II —

Arrival of the Shepherds.	<i>Lerolle</i>
Feeding Her Birds.	<i>Millet</i>
Can't You Talk ?	<i>Holmes</i>

GRADE III —

Sistine Madonna.	<i>Raphael</i>
Piper and Nutcrackers.	<i>Landseer</i>
The Pet Bird.	<i>Meyer Von Bremen</i>

GRADE IV —

Christmas Chimes.	<i>Blashfield</i>
Charitas.	<i>Thayer</i>
Penelope Boothby.	<i>Reynolds</i>
A Helping Hand.	<i>Renouf</i>

GRADE V —

St. Anthony of Padua.	<i>Murillo</i>
The Shepherdess.	<i>Lerolle</i>
The Balloon.	<i>Dupre</i>

GRADE VI —

Christ and the Doctors.	<i>Hoffman</i>
Oxen Going to Labor.	<i>Tryon</i>
Angelus.	<i>Millet</i>

GRADE VII —

Madonna of the Chair.	<i>Raphael</i>
The Horse Fair.	<i>Rosa Bonheur</i>
The Mill.	<i>Rembrandt</i>

GRADE VIII —

The Virgin, Infant Jesus, and St. John.	<i>Bouguereau</i>
The Gleaners.	<i>Millet</i>
Reading Homer.	<i>Alma Tadema</i>

GRADE IX.

Madonna of the Arbor.	<i>Dagnan-Bouveret</i>
Aurora.	<i>Guido Reni</i>
June Clouds.	<i>Hunt</i>

DRAWING

FALL TERM

SEPTEMBER

GRADE I.

- 1, 2, 3, Fall grasses, sedges. For growth. In crayon.
- 4, 5, 6, Six standard colors, R, O, Y, G, B, V.
- 7, 8, 9, Practice with brush. Circles, etc., in color.
- 10, 11, 12, Simple flowers and leaves. In crayon.

GRADE II.

- 1, 2, 3, Fall flowers, sedges. For growth. Brush.
- 4, 5, 6, { Review spectrum standards.
Make scales from colored papers.
- 7, 8, 9, Study lights and darks ; tints and shades.
- 10, 11, 12, Seed vessels. In colored pencil or brush.

GRADE III.

- 1, 2, Grasses, simple flowers. Brush or pencil.
- 3, Review spectrum standards.
- 4, Review O, G, V.
- 5, Review lights and darks of gray.
- 6, Review tints and shades.
- 7, 8, Arrange and study related hues.

GRADE IV.

- 1, 2, Seed pods, fall flowers. For growth.
- 3, 4, Review primary and secondary colors.
- 5, 6, Make five tone gray scale.
- 7, 8, Review tints and shades ; related hues.

GRADE V.

- 1, 2, Sprays with leaves. Foreshortening.
- 3, Review primary and secondary colors.
- 4, Make five tone gray scale.
- 5, 6, Make five tone dominant scale.
- 7, 8, Tints and shades of two or more colors.

GRADE VI.

- 1, 2, Sprays, flowers. Growth, foreshortening.
- 3, Review secondary colors, tints and shades.
- 4, Review dominant colors.
- 5, Make five tone gray scale.
- 6, Study analogous colors.
- 7, 8, Make five tone analogous scale.

GRADE VII.

- 1, 2, Study and draw fall flowers. For texture.
- 3, Make five tone gray scale.
- 4, Review analogous coloring.
- 5, 6, Make scales of analogous colors.
- 7, 8, Study trees. Landscape composition.

GRADE VIII.

- 1, 2, Sprays and branches with fruit.
- 3, Review gray and subdued colors.
- 4, Review dominant and analogous colors.
- 5, Study complimentary colors.
- 6, Make complimentary color scales.
- 7, 8, Landscape composition. Trees and details.

GRADE IX.

- 1, 2, Sprays and branches. Detail.
- 3, 4, Scale of twelve spectrum colors.
- 5, Review gray and subdued colors.
- 6, Landscape. From sketches.
- 7, 8, Times of day and year in decorative treatment.

OCTOBER

GRADE I.

- 1, 2, 3, Draw flowers in given space. Brush.
- 4, 5, 6, Landscape composition. Paper cutting.
- 7, 8, 9, { Animals or birds. Hectographed copy.
Drawing from animal. In chalk.
- 10, 11, 12, { Clay modeling of animal or bird.
Animal. Memory. Illustrate story.

GRADE II.

- 1, 2, 3, Flower or spray in circle or oblong.
- 4, 5, 6, Flat washes, $R + Y = O$, $Y + B = G$.
- 7, 8, 9, Landscape with details. Paper cutting.
- 10, 11, 12, { Animal or bird from object.
Animal from memory. Ill. story.

GRADE III.

- 1, 2, Autumn leaves. In water color.
- 3, 4, Modify standards to make hues, R to V R.
- 5, 6, Sprays in oblong. Initials. Black or gray.
- 7, Study typical trees.
- 8, Landscape composition. Illustrate geography.

GRADE IV.

- 1, 2, Autumn spray. Color analysis.
- 3, 4, Make scale of five tones of one color.
- 5, 6, Spray in 2 or 3 tones of gray.
- 7, Typical trees.
- 8, Landscape composition. Transition.

GRADE V.

- 1, Autumn vines.
- 2, Color analysis.
- 3, 4, Decorative treatment of spray. Two tones gray.
- 5, Two tones of color.
- 6, Study trees.
- 7, 8, Landscape. Opposition and transition.

GRADE VI.

- 1, Autumn leaves and vines.
- 2, Color analysis.
- 3, 4, Dec. treatment. Two or three tones analogous coloring.
- 5, Study trees and grouping of trees.
- 6, Landscape. Transition, radiation.
- 7, Landscape. Illustrate story.
- 8, Landscape. Illustrate geography.

GRADE VII.

- 1, Vines, seed-pods, berries.
- 2, Color analysis.
- 3, Decorative treatment.
- 4, Render in analogous harmony.
- 5, 6, Animals, birds, or insects.
- 7, 8, Fruit and vegetables.

GRADE VIII.

- 1, Autumn sprays and branches.
- 2, Analysis.
- 3, Decorative treatment in grays.
- 4, Complimentary color from analysis.
- 5, 6, Animals, birds, or insects.
- 7, 8, Fruit and vegetables. Water color.

GRADE IX.

- 1, Autumn sprays.
- 2, Color analysis.
- 3, Decorative treatment in grays.
- 4, Color scheme from analysis.
- 5, Animals, birds, or insects.
- 6, Fruit and vegetables.
- 7, 8, Decorative arrangements.

NOVEMBER

GRADE I.

- 1, 2, 3, { Pose drawing. Chalk for mass.
Skeleton figure for action.
- 4, 5, 6, { Fruit. Colored pencils.
- 7, 8, 9, { Ink in wash.
- 10, 11, 12, { Vegetables. In colored chalk.
Ink in wash.

GRADE II.

- 1, 2, 3, { Pose. In chalk and ink for mass.
Skeleton figure for action.
- 4, 5, 6, { Fruit. In colored pencils.
- 7, 8, 9, { Ink in wash.
- 10, 11, 12, { Vegetables. In colored chalk.
In ink wash.

GRADE III.

- 1, 2, Animals or birds. In ink and chalk.
- 3, 4, Memory drawing. Illustrate Little Red Riding Hood.
- 5, 6, Fruit and vegetables.
- 7, 8, Illustrate story for Thanksgiving.

GRADE IV.

- 1, 2, Animals or birds. In chalk or ink.
- 3, Memory drawing to illustrate story.
- 4, Fruit sprays. Pencil or brush.
- 5, 6, Vegetables. Frame and mount.
- 7, 8, Suggestions of Thanksgiving.

GRADE V.

- 1, Animals, birds, or insects.
- 2, Decorative arrangement.
- 3, Fruit.
- 4, Decorative arrangement. In grays.
- 5, Vegetables.
- 6, Vegetables with common objects.
- 7, 8, Appropriate work for Thanksgiving.

GRADE VI.

- 1, Animals, birds, or insects.
- 2, Frame and mount.
- 3, Memory drawing to illustrate story.
- 4, Fruit sprays. Pencil or brush.
- 5, 6, Decorative arrangement in color.
- 7, 8, Suggestions of Thanksgiving.

GRADE VII.

- 1, 2, Decorative treatment in analogous harmony and mount.
- 3, 4, Review appearance of circle and cube.
- 5, Cube unequal angles.
- 6, Square prism in three positions.
- 7, 8, Common objects in the three positions.

GRADE VIII.

- 1, 2, Decorative treatment in complementary harmony. Mount.
- 3, 4, Review appearance of circle, cube, square prism.
- 5, Study and draw house form.
- 6, Study and draw tower form.
- 7, 8, Draw similar common objects.

GRADE IX.

- 1, 2, Apply decoration to book cover.
- 3, 4, Review appearance of circle, cube, etc.
- 5, 6, Study and draw cylinder and cone, horizontal.
- 7, 8, Draw similar common objects.

DECEMBER

GRADE I.

- 1, 2, 3, Draw toys. In pencil and brush.
- 4, 5, 6, { Print capital letters.
- { Illustrate stories using cut forms.
- 7, 8, 9, Gift cards appropriate to seasons.

GRADE II.

- 1, 2, 3, Draw toys and common objects.
- 4, 5, 6, { Review printing of capitals.
- { Illustrate Christmas stories.
- 7, 8, 9, Appropriate Christmas gifts.

GRADE III.

- 1, 2, Draw fan, flower pot, pitcher, etc.
- 3, 4, Plain lettering of a simple verse.
- 5, 6, Design Christmas card.

GRADE IV.

- 1, Study changes in objects above and below eye.
- 2, Draw large, simple objects.
- 3, Draw simple groups of objects.
- 4, Print capitals and small letters.
- 5, 6, Suggestions of Christmas.

GRADE V.

- 1, 2, Foreshortening of circle above and below eye. Type forms, common objects.
- 3, Group of objects. Decorative arrangement.
- 4, Practice lettering.
- 5, 6, Christmas card. Appropriate decoration.

GRADE VI.

- 1, Review foreshortening of circle.
- 2, Cube parallel to picture plane.
- 3, Cube equal angles.
- 4, Common objects in two positions.
- 5, 6, Appropriate work for Christmas.

GRADE VII.

- 1, 2, Grouping and drawing common objects.
- 3, Framing and mounting.
- 4, Design for a capital letter.
- 5, 6, Lettering of simple verse. Mount.

GRADE VIII.

- 1, 2, Grouping and drawing objects and fruit.
- 3, Frame and mount.
- 4, Design initial letter.
- 5, 6, Good proportioned letters for a cover.

GRADE IX.

- 1, 2, Grouping and drawing various objects.
- 3, Framing and mounting.
- 4, Memory drawing of same objects.
- 5, 6, Letter verse appropriate to season.

WINTER TERM

JANUARY

GRADE I.

- 1, 2, 3, Study of pictures for the story.
- 4, 5, 6, Cutting lesson of animals and objects.
- 7, 8, 9, Grouping of cut forms for story.
- 10, 11, 12, Draw toys on blackboard and paper.

GRADE II.

- 1, 2, 3, Picture study for the story.
- 4, 5, 6, Memory drawing of common animals.
- 7, 8, 9, Use same animals to illustrate story.
- 10, 11, 12, Draw toys, common objects. Blackboard.

GRADE III.

- 1, 2, Picture study for composition and story.
- 3, 4, Pose drawing. In chalk and ink.
- 5, 6, Illustrate "Hiawatha" or "Robinson Crusoe".
- 7, 8, Common objects. Blackboard.

GRADE IV.

- 1, 2, Picture study for artistic treatment.
- 3, 4, Pose for action. Pencil and brush.
- 5, 6, Illustrate Aesop's Fables.
- 7, 8, Common objects in various positions. Blackboard.

GRADE V.

- 1, 2, Picture study for unity.
- 3, 4, Pose for mass. Chalk and brush.
- 5, 6, Pose. Decorative treatment. Dominant harmony.
- 7, 8, Illustrate "Cinderella".

GRADE VI.

- 1, 2, Picture study. Emphasis of principal object.
- 3, 4, Group of type forms. Pencil.
- 5, 6, Pose drawing. Chalk, ink, pencil.
- 7, 8, Illustrate "Jack and the Beanstalk".

GRADE VII.

- 1, 2, Picture study. Action, leading lines.
- 3, 4, Arrange objects decoratively in given space.
- 5, 6, Pose drawing. Costume.
- 7, 8, Pose. Decorative treatment.

GRADE VIII.

- 1, 2, Picture study. Action, leading lines.
- 3, 4, Memory. Objects, fruit, or landscape. Decorative arrangement.
- 5, 6, Pose. Proportion, action, character.
- 7, 8, Pose. Decorative. Complementary color.

GRADE IX.

- 1, 2, Picture study. Relation of masses.
- 3, 4, Decorative composition.
- 5, 6, Pose drawing.
- 7, 8, Pose. Decorative treatment.

FEBRUARY

GRADE I.

- 1, 2, 3, Vertical, horizontal lines. Blackboard.
- 4, 5, 6, Form study: Relation of type forms to common objects.
- 7, 8, 9, Practice using ruler one inch, one-half inch.
- 10, 11, 12, Circle, oblong, triangle. Blackboard.

GRADE II.

- 1, 2, 3, Straight line, simple curves. Blackboard.
- 4, 5, 6, Review relation of type forms to common objects.
- 7, 8, 9, Practice using ruler one inch, one-half inch, one-fourth inch.
- 10, 11, 12, Geometric forms. Blackboard.

GRADE III.

- 1, Lines and curves. Blackboard.
- 2, Circle, ellipse, triangle, etc. Blackboard.
- 3, 4, Oblongs of different proportions. Ruler.
- 5, 6, Maltese cross of colored paper. Ruler.
- 7, 8, Apply cross to number or language paper covers.

GRADE IV.

- 1, Lines and curves. Blackboard.
- 2, Geometric figures. Blackboard.
- 3, 4, Geometric problems. Compasses, ruler.
- 5, 6, Circle, square, triangle. Compasses, ruler.
- 7, 8, Study trefoil and quatrefoil.

GRADE V.

- 1, Reversed curve, curve of force. Blackboard.
- 2, Ellipse, oval, circle, oblong. Blackboard.
- 3, 4, Geometric problems. Compasses, ruler.
- 5, 6, Oblong, rhombus of good proportions.
- 7, 8, Views. Freehand and mechanical.

GRADE VI.

- 1, Lines and curves. Blackboard.
- 2, Geometric figures. Blackboard.
- 3, 4, Geometric problems.
- 5, Accurate ellipse and oval.
- 6, Views. Front and top.
- 7, Views.
- 8, Developments.

GRADE VII.

- 1, Lines and curves. Blackboard.
- 2, Geometric figures. Blackboard.
- 3, 4, Accurate hexagon, octagon, pentagon.
- 5, 6, Views. Front, top, and side.
- 7, 8, Developments.

GRADE VIII.

- 1, Lines and curves. Blackboard.
- 2, Geometric figure, common objects. Blackboard.
- 3, Geometric problems.
- 4, Views.
- 5, Views.
- 6, Development.
- 7, Study good proportion, fitness to purpose.
- 8, Design for working drawing.

GRADE IX.

- 1, Lines and geometric figures. Blackboard.
- 2, Common objects, fruit, etc. Blackboard.
- 3, Geometric problems.
- 4, Views. Type forms.
- 5, Development.
- 6, Study good constructive design.
- 7, Design for working drawing.
- 8, Working drawing from design.

MARCH

GRADE I.

- 1, 2, 3, } Folding paper napkin, etc.
- } Folding paper box. Dictation.
- 4, 5, 6, Cutting of flags from colored paper.
- 7, 8, 9, Cutting and mounting of Greek cross.
- 10, 11, 12, Clay modeling of houses, fruit, etc.

GRADE II.

- 1, 2, 3, Folding paper boxes.
- 4, 5, 6, Greek or Latin cross applied to decoration.
- 7, 8, 9, Shield of colored paper, mounted.
- 10, 11, 12, Clay modeling of animals, etc.

GRADE III.

- 1, 2, Folding, cutting, pasting. Cardcase, etc.
- 3, 4, Design for a box. Proportion.
- 5, 6, Pattern of cube or oblong.
- 7, 8, Pattern of box from design.

GRADE IV.

- 1, 2, Patterns of simple objects.
- 3, 4, Views. Type solids. Freehand.
- 5, 6, Simple working drawing.
- 7, 8, Design for doily.

GRADE V.

- 1, 2, Developments. Freehand, mechanical.
- 3, 4, Study of proportions.
- 5, 6, Simple working drawing.
- 7, 8, Construction design of escutcheon.

GRADE VI.

- 1, 2, Study fitness to purpose.
- 3, 4, Working drawing of table from measurement.
- 5, 6, Simple working drawing for manual training.
- 7, 8, Constructive design of bowl, etc.

GRADE VII.

- 1, 2, Study good proportion, fitness to purpose.
- 3, 4, Chair or desk from measurement.
- 5, Design for working drawing.
- 6, Working drawing.
- 7, 8, Constructive design, vase, bowl, etc.

GRADE VIII.

- 1, 2, Working drawing to scale. From design.
- 3, 4, Working drawing of desk from measurement.
- 5, 6, Study and design chair or table.
- 7, 8, Design from wrought iron or Venetian iron.

GRADE IX.

- 1, 2, Design a cabinet.
- 3, 4, Study and design iron grill.
- 5, 6, Elevation and floor plans of one story house.
- 7, 8, Suggestions for interior arrangements.

SPRING TERM

APRIL

GRADE I.

- 1, 2, 3, Placing of objects for order.
- 4, 5, 6, Buds and catkins. Pencil or brush.
- 7, 8, 9, { Study borders of simple units.
Copy simple brets.
- 10, 11, 12, Laying sticks for borders and surface.

GRADE II.

- 1, 2, 3, Dictation paper cutting of mats.
- 4, 5, 6, Buds, simple flowers. Pencil or brush.
- 7, 8, 9, Study striped patterns of one color.
- 10, 11, 12, Arrange stripes. Two tones of one color.

GRADE III.

- 1, 2, Copy simple straight line border.
- 3, 4, Buds, spring flowers, catkins.
- 5, 6, Memory drawings of same.
- 7, 8, Review hues. Plaids of broad and narrow stripes. Standard and two hues.

GRADE IV.

- 1, Review tints, shades, hues.
- 2, Study dominant harmony. Make scale.
- 3, Study rhythm with animal units.
- 4, Use abstract spots for units.
- 5, 6, Study and make unilateral motive.
- 7, 8, Surface or border using same motive.

GRADE V.

- 1, Review tints, shades, and hues.
- 2, Review dominant harmony.
- 3, 4, Line conjugation.
- 5, 6, Balance and rhythm. Abstract spots.
- 7, 8, Apply to tiles. Dominant harmony.

GRADE VI.

- 1, 2, Review analogous colors and study analogous harmony from illustrations.
- 3, 4, Study and design line conjugation.
- 5, Study bilateral and radial motives.
- 6, Design motive of abstract spots.
- 7, 8, Apply bilateral motive to a border.

GRADE VII.

- 1, Review analogous harmony.
- 2, Compare qualities intense, subdued.
- 3, 4, Design of line conjugation.
- 5, Review unilateral, bilateral, radial motives.
- 6, Make radial motive. Abstract spots.
- 7, 8, Apply motive to surface.

GRADE VIII.

- 1, Review analogous and complimentary harmony.
- 2, Compare intense and subdued coloring.
- 3, Study good designs.
- 4, Review unilateral, bilateral, radial.
- 5, 6, Make motive of abstract spots and lines.
- 7, 8, Apply motive to surface for rug.

GRADE IX.

- 1, 2, Review harmonies and color schemes.
- 3, 4, Study and copy good designs.
- 5, 6, Make motive of abstract spots.
- 7, 8, Apply motive to rug or stained glass design.

MAY

GRADE I.

- 1, 2, 3, Borders. Colored paper units.
- 4, 5, 6, Simple flowers for growth.
- 7, 8, 9, Border with flower units.
- 10, 11, 12, Animals in silhouette for motion.
- 13, 14, 15, Landscape showing life in Spring.

GRADE II.

- 1, 2, 3, Border of animal units. Balance.
- 4, 5, 6, Simple flower or spray for growth.
- 7, 8, 9, Top and side view simple flower.
- 10, 11, 12, Study arrangements for surface design.
- 13, 14, 15, Copy simple surface design.

GRADE III.

- 1, 2, Animal or bird units. Rhythm.
- 3, Top and side view simple flower.
- 4, Study surface repeats.
- 5, 6, Copy and study simple surface design.
- 7, 8, Make flower unit and motive.
- 9, 10, Make design motive of birds or insects.

GRADE IV.

- 1, 2, Spring flowers. Arrangement growth.
- 3, Memory drawing of the same.
- 4, Units for design.
- 5, 6, Unilateral motive. Balance on middle gray.
- 7, 8, Surface design. Dominant harmony.
- 9, 10, Finish surface design.

GRADE V.

- 1, 2, Finish previous work. Begin flowers.
- 3, Spring flowers, character, growth. Pencil.
- 4, Memory drawing of the same.
- 5, Units.
- 6, Bilateral motive.
- 7, Balanced in gray tones.
- 8, Applied to surface.
- 9, 10, Finish in dominant harmony.

GRADE VI.

- 1, 2, Spring flowers. In pencil and ink.
- 3, Spring flowers and spray. In color.
- 4, Memory. Lines of life and views of plant.
- 5, Units.
- 6, Radial motives.
- 7, Balanced in gray tones.
- 8, Transposed into color. Analogous harmony.
- 9, 10, Apply to tiles.

GRADE VII.

- 1, Spring flowers. Pencil.
- 2, Spring flowers. Color.
- 3, Color analysis.
- 4, Memory. Lines of life, views of plant.
- 5, Units.
- 6, Unilateral motive.
- 7, Rendered in gray tones.
- 8, Transposed into analogous harmony.
- 9, 10, Apply to surface repeat.

GRADE VIII.

- 1, Spring flowers. Pencil.
- 2, Spring flowers. Color.
- 3, Color analysis.
- 4, Memory. Lines of life, views of plant.
- 5, Units.
- 6, Motive.
- 7, Render in tones of gray.
- 8, Transpose into complementary harmony.
- 9, 10, Apply to surface repeat, border or panel.

GRADE IX.

- 1, Spring flowers. Pencil or ink.
- 2, Spring flowers. Color. Analysis.
- 3, Memory. Lines of growth, views of plant.
- 4, Units.
- 5, Motive.
- 6, Render in tones of gray.
- 7, 8, Apply to surface for rug, paper, book cover, etc.
- 9, 10, Finish rendering.

JUNE

GRADE I.

- 1, 2, 3, Border of animal units. For motion. Contrasted coloring.
- 4, 5, 6, Border suitable for handkerchief. Flower units.

GRADE II.

- 1, 2, 3, Surface design. Line conjugation. Applied.
- 4, 5, 6, Surface design flower units. Applied.

GRADE III.

- 1, 2, Apply flower motive to constructive work.
- 3, 4, Apply bird or insect motive to surface repeat.

GRADE IV.

- 1, 2, Apply motive of abstract terms to constructive work.
- 3, 4, Apply motive of flower terms to constructive work.

GRADE V.

- 1, 2, Apply motive of abstract terms to constructive work.
- 3, 4, Apply motive of flower terms to constructive work.

GRADE VI.

- 1, 2, Apply abstract motive to constructive work.
- 3, 4, Apply flower motive to constructive work.

GRADE VII.

- 1, 2, Apply abstract motive to constructive work.
- 3, 4, Apply flower motive to constructive work.

GRADE VIII.

- 1, 2, Apply abstract motive to constructive work.
- 3, 4, Apply flower motive to constructive work.

GRADE IX.

- 1, 2, Apply abstract motive to constructive work.
- 3, 4, Apply flower motive to constructive work.

PUNCHARD FREE SCHOOL

FIRST YEAR

MECHANICAL AND FREEHAND

<i>Geometric problems.</i>	<i>Perspective problems.</i>
<i>Orthographic projection.</i>	<i>Composition.</i>
<i>Simple working drawings.</i>	Pictorial.
<i>Lettering.</i>	Decorative.
<i>Outline drawing.</i>	<i>Color.</i>
Type forms.	Harmonies.
Common objects.	<i>Decorative design.</i>
<i>Light and shade study.</i>	Balance.
Charcoal.	Rhythm.
Pencil.	Harmony.
<i>Flower, fruit, and vegetables.</i>	<i>Constructive design.</i>
Pictorial.	Good proportions.
Decorative.	Fitness to purpose.

SECOND YEAR

MECHANICAL COURSE

<i>Geometric problems.</i>	<i>Machine drawing, detail, from copy.</i>
<i>Orthographic projection.</i>	<i>Screws and nuts.</i>
<i>Simple intersection.</i>	<i>Use of instruments.</i>
<i>Working drawings.</i>	<i>Lettering.</i>
<i>Sections.</i>	<i>Flat wash.</i>
<i>Developments.</i>	<i>History of architecture.</i>
<i>Dimensions.</i>	

FREEHAND COURSE

<i>Outline drawing.</i>	<i>Light and shade study.</i>
Type forms.	Charcoal.
Common objects.	Pencil.
Landscape.	Monochrome.

<i>Flowers, fruit, and vegetables.</i>	<i>Decorative design.</i>
Botanical.	Principles of design.
Pictorial.	Terms and motives.
Decorative.	Repeats.
<i>Perspective problems.</i>	
<i>Composition studied from Old Masters.</i>	<i>Constructive design.</i>
<i>Color.</i>	Good proportions.
Harmonies.	Fitness to purpose.
Schemes.	Unity.

JUNIOR YEAR

MECHANICAL COURSE

<i>Orthographic projection.</i>	<i>Helix curve.</i>
<i>Intersections.</i>	<i>Building construction.</i>
<i>Developments.</i>	
<i>Working drawings.</i>	<i>Isometric drawing.</i>
<i>Machine from copy.</i>	<i>Graded wash.</i>
<i>Machine, detail, from measurement.</i>	<i>History of architecture.</i>

FREEHAND COURSE

	<i>Prose Drawing.</i>
<i>Outline drawing.</i>	<i>Color.</i>
Common objects.	Values of.
Flowers.	Harmonies.
Pose.	Schemes.
Landscape.	
<i>Light and shade study.</i>	<i>Decorative design.</i>
Pencil and charcoal.	Principles of design.
Monochrome.	Terms and motives.
Water-color.	Repeats.
<i>Flowers, fruit, and vegetables.</i>	Panels.
Botanical.	
Pictorial.	<i>Constructive design.</i>
Decorative.	Fitness to purpose.
<i>Perspective problems.</i>	Unity.
<i>Composition.</i>	Relation of parts.
Pictorial.	Relation of measures and out-
Decorative.	line.

SENIOR YEAR

MECHANICAL COURSE

<i>Intersections and developments.</i>	<i>Building construction.</i>
<i>Projection of shadows.</i>	<i>Monograph of architecture.</i>
<i>Machine from measurement.</i>	<i>Inking.</i>
Details and assembly.	<i>Tracing.</i>
<i>Helix curve.</i>	<i>Blue printing.</i>
<i>Crank, cam, and gear.</i>	<i>History of architecture.</i>

FREEHAND COURSE

	<i>Prose Drawing.</i>
<i>Outline drawing.</i>	<i>Color.</i>
<i>Light and shade.</i>	Values of.
Still-life. In charcoal.	Harmonies.
Antique. Pencil.	Schemes.
Casts. Water-color.	<i>Decorative design.</i>
<i>Flowers, fruit, and vegetables.</i>	Principles of design.
Botanical.	Terms and motives.
Pictorial.	Repeats.
Decorative.	Panels.
<i>Perspective of shadows and reflections.</i>	<i>Constructive design.</i>
<i>Composition studied from the Old Masters.</i>	Unity.
Pictorial.	Relation of parts.
Decorative.	Relations of measures and outline.
	Enrichment.

MUSIC

GRADE I.

Rote Song, including — Songs for special days: songs of nature, adapted to seasons, flowers, birds, and animals; songs for recreation.

Scale developed by means of special rote songs.

Presentation of these from chart as nearest approach to objective teaching.

Complete Chart — “Child’s First Studies in Music”.

GRADE II.

Rote songs adapted to holidays, seasons, work, and pleasure.

Review of all songs of technical value of Grade I.

Teach formula for Key of C major.

Teach time formula for two part measure.

Individual reading from slips in this key.

Teach pupils to draw a staff, putting upon it the G clef and the time signature.

Teach pupils to make whole, half, and quarter notes; whole, half, and quarter rests.

Teach pupils letters of the staff.

Simple exercises in making notes in proper places upon the staff.

Simple exercises in dictation.

Teach formula for G major, and so with each new key and time signature as they occur.

First Series of Charts, half completed; also, First Reader, Part I.

GRADE III.

Songs adapted to seasons and holidays.

Nature songs correlating with nature work of Grade III.

Review of work of Grade II.

Complete First Series of Charts.

Complete First Reader, Part II.

Teach major scale building — C, G, D, A.

Teach divided beat. Songs containing this principle.

Teach sharps approached from above. Songs containing this principle.

GRADE IV.

- Two-part work.
- Trying of voices.
- Songs for soprano and alto.
- Individual and group singing.
- Teach the office of the cancel and of the dot.
- Teach one and one-half beat notes.
- Songs introducing each new principle.
- Dictation work for time and tone, including all principles previously taught.
- Complete Second Reader, Part I, and two-part songs in Part II.

GRADE V.

- Review songs in two parts of Grade IV.
- Teach six-part measure.
- Teach sharps approached from below.
- Teach quarter beat.
- Teach flats approached from above.
- Dictation work introducing each new principle.
- Songs illustrating these steps.
- Teach songs which will correlate with reading, nature, and history of this grade.
- Complete all two-part work in Second Reader.

GRADE VI.

- Three-part work.
- Try voices.
- Songs for first, second soprano, and alto.
- Review all principles taught in previous grades.
- Dictation work of simple melodies.
- Review all major scales; build and place proper signature for each one.
- Complete all three-part songs in Second Reader.

GRADE VII.

- Teach intervals of major scale.
- Dictation work in intervals.
- Encourage pupils to write and sing original melodies.
- Teach minor keys relative to major keys.
- Build minor scales — harmonic and melodic forms.
- Modern Music Series, Book III, complete.

GRADES VIII AND IX.

Songs. All available songs in which the music has been adapted to poetry in literature and events in history, in the work of these grades.

Cecilian Series, Book IV, completed.

Dictation by phrases, including all principles of time and tone taught through the entire course.

Analysis of major and minor exercises.

Transposition.

Individual and group singing.

COOKING

The following is an outline of the work in cooking as prepared for a two years' course. The eighth grade has a lesson once in two weeks and in that time they are expected to cover these principles :

2. Making of beverages.
- 3-6. Cooking of starchy foods.
7. Cooking of eggs.
8. Cooking of vegetables.
- 9-11. Cooking of meat and fish.
- 12-14. Making of soups and chowders.
- 15-18. Mixing and baking of batters and doughs.

The ninth grade has one lesson each week and the work may be classified as follows :

- 1-3. Canning and preserving.
- 4-6. Review of starches and eggs.
- 7-9. Made dishes.
- 10-16. Frying.
- 11, 14. Thanksgiving and Christmas lessons.
- 17, 18. Gelatine.
- 20-23. Rolling and baking of doughs.
- 24-26. Bread.
- 27-31. Cake.
32. Salad.
- 19, 33, 34. Desserts.

The scholars will be expected to acquire further theoretical and scientific knowledge and more written work will be required. Studies in the manufacture of food-stuffs will be made. It may also be possible to plan and serve some dinners or luncheons, when proper equipment is supplied.

GRADE VIII.

1. *Care of kitchen.*

- Purpose and care of utensils.
- Method of cleaning tables and boards.

2. *Water.*

- Occurrence in nature ; in foods ; in the body.
- Composition. Impurities.
- Temperature of boiling water. (By experiment.)
- Temperature of freezing water.

Cocoa.

Study of the plant and process of manufacture as illustrated by exhibit of The Walter Baker Co.

Preparation and serving of cocoa.

3. Cereal and baked apples.

Use of double boiler.

First principles relating to the cooking of starchy foods.

Suggestion for the suitable combination of foods.

4. Cornstarch blanc-mange.

Chemical and physical properties of starch as illustrated by experiments.

5. Milk toast.

Use of lower oven of gas range.

White sauce.

6. Boiled and baked potatoes.

Experiment to show composition of potato.

Growth and use of potato tuber to the plant.

7. Tapioca cream.

Source of tapioca.

Experiments illustrating effect of heat upon albumin.

8. Onion and carrot.

General rules for cooking vegetables.

Review of cream sauce.

9. Broiled beef steak with maître d'hotel butter.

First principles of the cooking of meats.

Coagulation of albumin as applied to this process.

General information as to use and comparative cost of the various cuts of meat.

10. Beef stew.

Review of the directions for marketing.

Methods of cooking the tougher and more inexpensive cuts of meat.

11. Baked fish with stuffing and drawn butter sauce.

Characteristic markings, comparative cost, and uses of the varieties of fish.

Principles in roasting or baking.

Drawn butter sauce, illustrating variation of principle learned in lesson 5.

12. Fish chowder.

13. *Soup with stock. Consommé aux pâtes alimentaires.*
Illustrating third principle in the cooking of meats.
Coagulation of albumin as applied to the clearing of soups.
14. *Soup without stock. Mock bisque.*
Variation of white sauce principle as applied to cream soups.
15. *Popovers.*
Practice in mixing and beating.
Egg used to make a batter light.
Baking.
16. *Griddlecakes with sour milk.*
Milk : its composition and chemical changes.
Batter made light by the use of an acid and an alkali ; sour milk
and soda.
17. *Muffins.*
Batter made light by cream of tartar and soda.
Experiments showing effect of the combination.
What gas formed.
Result in baking.
18. *Bread.*
Dough made light by yeast.
Experiments showing growth of yeast plant.
Practice in mixing and handling dough.

GRADE IX.

1. *Canned pears.*
Preservation by sterilization.
2. *Grape jelly.*
Preservation by sugar.
3. *Mixed sweet pickle.*
Preservation by vinegar.
4. *Macaroni with cheese and white sauce.*
Manufacture of macaroni.
Experiment to show composition of wheat and flour.
5. *Potato soup.*
Application of the white sauce principle to cream soups.
6. *Caramel custard.*
Eggs : their composition and method of cooking.
7. *Fish à la crème.*
First lesson in réchauffés.

8. *Casserole of rice and meat with tomato sauce.*
Steamed rice, boiled meat, and sauce.
9. *Scalloped oysters.*
The oyster industry.
Comparative value as a food.
10. *Rendering and clarifying of fat.*
Potato chips.
11. *Cranberry sauce. Thanksgiving lesson.*
12. *Doughnuts.*
To fry a dough.
13. *Fritters.*
To fry a very thin batter.
14. *Candy. French Fondant. Christmas lesson.*
15. *Croquettes.*
Egging and crumbing.
16. *Fish Balls.*
Tests for temperature in frying.
17. *Coffee jelly.*
Preparation of coffee.
To hydrate and dissolve gelatin.
18. *Snow pudding and custard.*
Variation of principle learned in the last lesson.
19. *Steamed batter pudding with sauce.*
To steam a batter.
20. *Rolled wafers.*
Giving practice in delicate baking and manipulation.
21. *Cookies.*
Giving an opportunity for the handling and rolling of a stiff dough.
22. *Pastry. Apple dumplings.*
Practice in handling a very plain paste.
23. *Pastry. Pies.*
Practice in more delicate handling and rolling.
24. *Oatmeal bread.*
Comparative digestibility and nutritive value of coarse bread.
25. *Brown bread.*
Steaming as contrasted with baking.

26. *Rolls.*
Practice in handling and shaping dough.
27. *Omelet.*
Practice in handling a delicate egg mixture, preparatory to lesson 28.
28. *Sponge cake.*
Illustrating cake without butter and one made light by eggs.
29. *Angel cake.*
Same principle as lesson 28.
30. *Park Street cake.*
Illustrating cakes with butter and a foundation recipe which is adapted to innumerable variations.
31. *Cream Puffs.*
Exception to the general rule for the combination of a starchy substance with boiling water.
32. *Salad.*
Reviewing principles of custard and white sauce.
Marinating.
33. *Fruit whip.*
34. *Ice cream.*

SEWING

The first work taken up is the printed samplers prepared by Miss Catherine F. Johnson of the W. H. Lincoln School in Brookline. These give an idea of what is required and show clearly the slope, length, and equal distance necessary for the various stitches. Here the opportunity is afforded to learn the correct use of the needle and thimble, the proper method of holding the work, and of training the eye to evenness and regularity. By this means impressions and habits are formed which will be valuable in all their future needlework. An incentive to the child to do his best on the trial piece is the knowledge that acquired skill may be applied to some useful article. The pretty stamped designs for stitching also furnish an impetus to the interest, while the Christmas pin balls call forth most praiseworthy effort.

ELEMENTARY COURSE.

Position of the pupils while sewing.

Method of threading needle, making knot, and using thimble.

Drills.

Basting, stitching, overcasting, running, overhanding, and hemming taught first upon printed samplers. These stitches are then applied to making a bag of gingham, lawn, or ticking.

Special work is given to the more proficient, as silk pin balls for Christmas, and designs to run or backstitch.

Practice in cutting and putting together a paper sample of a two breadth apron.

ADVANCED COURSE.

French seam, giving review of basting, running, and backstitching.

Felled seam.

Button-hole stitch.

Sewing on of two and four holed buttons.

Gathering.

Blanket stitch.

Loops.

Sewing on of hooks and eyes.

Patching.

Darning a straight tear.

Three-cornered darn.

Stocking darning.

Articles that may be made : — Apron, dusting cap, pillow case, skirt.

PHYSICAL TRAINING

GENERAL PLAN OF THE PHYSICAL TRAINING WORK

GRADES I-II.

Fall Term —

Simple free standing exercises, executed to eight counts.

Running games.

Singing games with motions.

All these exercises are done out of doors when weather permits.

Winter Term —

Free standing exercises using desks.

Gymnastic motion songs suitable for winter.

Gymnastic motion stories suitable for winter.

Running games.

Spring term —

Free standing exercises, executed to twelve counts.

Motion songs suitable for spring.

Motion stories suitable for spring.

Running games.

All these exercises are done out of doors when weather permits.

GRADE III.

Fall Term —

Free standing exercises, executed to eight counts.

Running and jumping.

Running games.

Singing games.

All these exercises are done out of doors when weather permits.

Winter Term —

Free standing exercises using desks, executed to twelve counts.

Running and jumping.

Bean bag games.

Running games.

Motion songs and stories.

Spring Term —

Free standing exercises.

Running and jumping.

Running games.

Ball games.

All these exercises are done out of doors when weather permits.

GRADES IV-V-VI.

Fall Term —

Free standing exercises, executed to sixteen counts.

Ball passing games.

Running and jumping.

Running games.

Basket ball practice.

All these exercises are done out of doors when weather permits.

Winter Term —

Free standing exercises involving greater co-ordinating ability.

Marching.

Running and jumping.

Bean bag games.

Running games.

Spring Term —

Marching calisthenics with or without the use of bean bags.

Free exercises.

Running and jumping.

Ball games.

Running games.

All these exercises are done out of doors when weather permits.

GRADES VII-VIII-IX.

Fall Term —

Free standing exercises, executed to thirty-two counts.

Jumping and running.

Basket ball practice.

Ball games.

Running games.

All these exercises are done out of doors when weather permits.

Winter Term —

Free standing exercises, executed to thirty-two counts.

Marching and facings.

Running and jumping.

Bean bag games.

Running games.

Spring Term —

Free standing exercises.

Practice in running high jump.

Practice in running broad jump.

Practice in running medium jump.

Games.

All these exercises are done out of doors when weather permits.

ENGLISH COURSE

The composition work of the first year is narrative in character. It includes the writing of friendly letters and formal notes of invitation, also the reproduction of stories and poems selected mainly from the literature work. In connection with this is given a review of the essential points of grammar and a review of punctuation. Figures of speech are taught as they occur in the literature work; also the most common forms of metre. In addition to the books read in class, there is a list given for home reading, from which a required number must be read during the year.

The composition work of the second year is both narrative and descriptive in character. The work of the preceding year is reviewed and, in general, the character of the work is the same. The home reading is continued also.

The composition work of the third year is largely expository in character. More stress is laid upon the plan or outline of the theme, and the paragraph is studied in detail. The study of sentences is begun, preparatory to the more detailed work of the fourth year. The themes are longer than those of the preceding years. During this year each pupil is required to give a five-minute talk to the class on some subject selected by him. The home reading is continued this year as before.

The composition work of the fourth year is both expository and argumentative in character. Careful study is given to the sentence and to words. In addition to the long themes, a definite number of one-page themes is required weekly, the subjects of which must be chosen by the pupils themselves. The home reading is a part of the required work.

FIRST YEAR.

For Study at School—

"Ivanhoe,"	<i>Scott</i>
"A Descent into the Maelstrom, The Gold Bug,"	<i>Poe</i>
"The Vision of Sir Launfal," . . .	<i>Lowell</i>
"The Ancient Mariner,"	<i>Coleridge</i>
"Marmion,"	<i>Scott</i>
"Lady of the Lake,"	<i>Scott</i>
"Tales of a Wayside Inn,"	<i>Longfellow</i>

For Home Reading—

"Hans Brinker,"	<i>Dodge</i>
"The Courtship of Miles Standish,"	<i>Longfellow</i>
"The Last of the Mohicans,"	<i>Cooper</i>
"Nicholas Nickleby,"	<i>Dickens</i>
"A Man Without a Country,"	<i>Hale</i>
"Story of a Short Life,"	<i>Ewing</i>
"Treasure Island,"	<i>R. L. Stevenson</i>
"Wild Animals I have Known,"	<i>Thompson-Seton</i>
"The Boys' King Arthur,"	<i>Lanier</i>
"The Wake Robin,"	<i>Burroughs</i>
"The Merry Adventures of Robin Hood,"	<i>Pyle</i>
"Nights with Uncle Remus,"	<i>Harris</i>

SECOND YEAR.

For Study at School—

"The House of the Seven Gables,"	<i>Hawthorne</i>
"The Purloined Letter," "Shadow—A Parable."	<i>Poe</i>
"Selections from the Sketch Book,"	<i>Irving</i>
"Julius Caesar,"	<i>Shakespeare</i>
"The Deserted Village,"	<i>Goldsmith</i>
"Snow Bound,"	<i>Whittier</i>
"An Indian Summer Reverie," "The Oak,"	<i>Lowell</i>
"To the Dandelion," "Under the Willows,"	<i>Lowell</i>
"Vicar of Wakefield,"	<i>Goldsmith</i>
"Silas Marner,"	<i>Eliot</i>

For Home Reading—

"Eye Spy,"	<i>Gibson</i>
"Rudder Grange Stories,"	<i>Stockton</i>
"Kenilworth,"	<i>Scott</i>
"Last Days of Pompeii,"	<i>Lytton</i>
"Lorna Doone,"	<i>Blackmore</i>
"Tale of Two Cities,"	<i>Dickens</i>
"Ramona,"	<i>Jackson</i>
"Cranford,"	<i>Gaskell</i>
"Lays of Ancient Rome,"	<i>Macaulay</i>
"John Halifax, Gentleman,"	<i>Mulock</i>
"About Old Story-Tellers,"	<i>Mitchell</i>
"Beside Old Hearth Stones,"	<i>Brown</i>

THIRD YEAR.

For Study at School—

"Under the Old Elm," "Commemoration Ode,"	<i>Lowell</i>
"The Princess,"	<i>Tennyson</i>
"Merchant of Venice,"	<i>Shakespeare</i>
"We are Seven," "Yarrow Revisited,"	
"Intimations of Immortality,"	<i>Wordsworth</i>
"The Cotter's Saturday Night," "Tam O'Shanter," "To a Mouse," "To a Mountain Daisy," "For a' That and a' That," "Auld Lang Syne,"	
"Flow Gently Sweet Afton,"	<i>Burns</i>
"Essay on Burns,"	<i>Carlyle</i>
"Old China," "Detached Thoughts on Books and Reading," "The South Sea House,"	
"Elegy in a Country Churchyard,"	<i>Lamb</i>
"Ode on a Distant Prospect of Eton College,"	<i>Gray</i>

Home Reading—

"Backlog Studies,"	<i>Warner</i>
"Abraham Lincoln,"	<i>Schurz</i>
"Abraham Lincoln,"	<i>Lowell</i>
Lincoln's Inaugurals.	
"Prue and I,"	<i>Curtis</i>
"David Copperfield,"	<i>Dickens</i>
"Palamon and Arcite,"	<i>Dryden</i>
"Idyls of the King,"	<i>Tennyson</i>
"Ben Hur,"	<i>Wallace</i>
"Innocents Abroad,"	<i>Clemens</i>
"Colonel Carter of Cartersville,"	<i>F. Hopkinson Smith</i>
"Childe Harold, Cantos III, IV.	<i>Byron</i>
"Marble Faun,"	<i>Hawthorne</i>
"De Coverly Papers,"	<i>Addison</i>

FOURTH YEAR.

For Study at School—

"Essay on Milton,"	<i>Macaulay</i>
"The First Bunker Hill Oration,"	<i>Webster</i>
"Macbeth,"	<i>Shakespeare</i>
"Conciliation with the Colonies,"	<i>Burke</i>

"L'Allegro," "Il Penseroso," "Comus," "Lycidas,"	<i>Milton</i>
"The Lost Leader," "Rabbi Ben Ezra," "A Grammarian's Funeral."	<i>Browning</i>

For Home Reading—

"Books and Libraries," "Democracy," "Keats," "Emerson the Lecturer."	<i>Lowell</i>
"On the Threshold,"	<i>Munger</i>
"Autocrat of the Breakfast Table,"	<i>Holmes</i>
"The Fortune of the Republic," "The Young American," "Ameri- can Civilization,"	<i>Emerson</i>
"Sesame and Lilies,"	<i>Ruskin</i>
"In Memoriam,"	<i>Tennyson</i>
"Essay on Addison,"	<i>Macaulay</i>
"Hypatia,"	<i>Kingsley</i>
"Dr. Servier,"	<i>Cable</i>
"Dombey and Son,"	<i>Dickens</i>
"Henry Esmond,"	<i>Thackeray</i>

FRENCH

A FOUR YEARS' COURSE IN FRENCH

FIRST YEAR — COURSE A. —

Chardenal's Complete Course in French, as far as Subjunctive.

Contes Bleus. *Laboulaye*

Voyage de M. Perrichon. *Labiche*

COURSE B. —

Snow and Lebon's French Reader, followed by Super's French Reader.

Voyage de Monsieur Perrichon.

In both cases, daily exercise in conversation and frequent practice in spelling and dictation.

SECOND YEAR —

Chardenal's Complete Course used for weekly grammatical drill.

Read. — L'Abbe Constantin. *Halevy*

Le Poudre aux Yeux. *Labiche*

Le Petit Chose. *Daudet*

Sight reading and conversation daily.

Idioms.

French Composition based on L'Abbe Constantin.

Candidates for Technology read Herdler's Scientific French Reader.

THIRD YEAR —

Chardenal's Complete and Advanced Course. *Selected*

Read. — Monte Cristo, Le Chat-eau d'If. *Dumas*

La Belle-Nivernaise. *Daudet*

Le Bourgeois Gentilhomme. *Moliere*

La Prise de la Bastille. *Michelet*

Conversation, dictation, work in idioms, memorizing of selections from poetry and prose. Grandgent's Materials for French Composition based on La Belle-Nivernaise. Scientific French Reader continued.

FOURTH YEAR —

Le Pecheur d'Islande. *Loti*

Esther, or Athalie. *Racine*

Le Cure de Tours. *Balzac*

Le Misanthrope. *Moliere*

GERMAN

A THREE YEARS' COURSE IN GERMAN

FIRST YEAR —

Collar and Eysenbach's Shorter Grammar.

Gluck Auf. *Muller and Wenckebach*

Aus Meiner Welt. *Meissner*

L'Arrabbiata. *Heyse*

Scientific German. *Dippold*

For college preparatory students, dictation, sight reading, poetry memorized.

SECOND YEAR —

Collar and Eysenbach. *Completed*

Immensee. *Storm*

Der Neffe als Onkel. *Schiller*

Der Zerbrochene Krug. *Tschokke*

Die Drei Freier. *Schucking*

Prose based on Immensee and Der Zerbrochene Krug, dictation, sight reading, poetry, scientific German.

THIRD YEAR —

Harris's Prose Composition.

Die Harzreise. *Heine*

Der Trompeter von Sakkingen. *Scheffel*

Gotz von Berlichingen. *Goethe*

COURSES IN SCIENCE

The course outlined below is in accordance with the plans adopted for a permanent course in science for Punchard School. On account of the changes in the order of studies it has not been practical to follow the new course completely this year. It has been followed as nearly as possible.

FIRST YEAR CLASS

ELEMENTARY PHYSICS

First half year. Four periods a week. Text book : Shaw—"Physics by Experiment." Recitations based on the text. Problems. Experiments performed by instructor and pupils before the class and recorded.

I.—Mechanics.

1.—The simple machines, modifications and applications of machines. Review of the metric system. 2.—Constitution of matter. General and specific properties of matter. Molecular forces. States and forms of matter. 3.—Gravitation. The laws of weight. Center of gravity. Conditions of equilibrium. Laws of falling bodies. Motion. Force. Work. Momentum. Newton's Laws of Motion. Composition and resolution of forces. The pendulum. Energy. The conservation of energy.

II.—Hydrostatics.

1.—Water Pressure. Compressibility of water. Water in connected open pipes. The hydraulic press. Specific gravity. The Cartesian diver. Barker's mill.

III.—Pneumatics,

1.—Expansive force of air. Air pressure, The barometer. The common water-lifting pump. The force pump. The siphon. The air-pump. The condensing pump. Boyle's Law.

IV.—Brief consideration of facts and theories in subjects of Heat, Sound, Light, Magnetism and Electricity.

BOTANY

Second half-year. Four periods a week. Recitations, laboratory work, and plant analysis. Each pupil is required to prepare an her-

barium of forty wild plants, collected, pressed, and mounted by himself. Text-book: Bailey, "Botany."

I.—The plant itself.

1.—The plant as a whole. 2.—The root. 3.—The stem. 4.—Propagation by means of roots and stems. 5.—Food supply. 6.—Winter buds. 7.—Plants and sunlight. 8.—Struggle for existence among branches. 9.—The forms of plants. 10.—How the plant takes in soil water. 11.—The making of living matter. 12.—Dependent plants. 13.—Leaves and foliage. 14.—Morphology. 15.—Climbing plants. 16.—Flower branches. 17.—The parts of the flower. 18.—Fertilization and pollination. 19.—Particular forms of flowers. 20.—Fruits. 21.—Dispersal of seeds. 22.—Germination. 23.—Phenogams and Cryptogams. 24.—Studies in Cryptogams.

II. The plant in its environment.

1.—Where plants grow. 2.—Contention with physical environment. 3.—Competition with other plants. 4.—Plant societies. 5.—Variation and its results.

III. Histology, or the minute structure of plants.

1.—The cell. 2.—Contents and products of cells. 3.—Tissues. 4.—Structure of stems and roots. 5.—Structure of leaves.

IV. General characteristics of the important plant families.

SECOND YEAR CLASS

PHYSIOLOGY

First half year. Four periods a week. Text book: Blaisdell, "Practical Physiology." Recitations based on the text. Demonstrations with skeleton and manikin. Drawing from manikin and skeleton; copying of selected drawings.

1.—Main problems of physiology, anatomy and hygiene. Definition of terms. Chemical elements of the body. Protoplasm. Cells. Epithelium. Connective tissue. General plan of the body. 2.—*The Bones*. Name, location, and description of the bones. Joints. Injuries affecting the bones. 3.—*The Muscles*. Kinds of muscles, work and structure. Properties of muscular tissue. The mechanism of movement. Names, location, and work of important muscles. Effects of alcohol and tobacco. 4.—*Physical exercise*. 5.—*Food*. Classification of foods. Composition of common articles of diet. Cooking. Beverages. 6.—*Digestion*. General plan of digestion. The alimentary canal.

The teeth. Contributory organs of digestion. The process of digestion. Digestibility of common foods. Alcohol and tobacco, influence on digestion. 7.—*The Blood and its Circulation*. General plan of circulation. Properties of blood. The heart. Arteries. Veins. Capillaries. Effects of alcohol and tobacco. 8.—*Respiration*. Organs of respiration. Mechanism of breathing. 9.—*The Skin and the Kidneys*. Excretion. The work of the organs of excretion. Necessity of cleanliness. Uses of clothing. 10.—*The Nervous System*. Divisions of the nervous system. The brain. The spinal cord. The sympathetic system. Alcohol and tobacco. 11.—*The Special Senses*. Sense of touch. Taste. Smelling. Sight. Common defects of vision. The ear. 12.—*The Throat and the Voice*. The larynx. Vocal cords. Mechanism of the voice. Speech. 13.—*Accidents and Emergencies*. Common injuries. Rules of emergency work.

PHYSICAL GEOGRAPHY

Second half year. Four periods a week. Recitations based on the text. Laboratory work, study of charts and maps; construction of weather charts; individual observations of weather conditions. Field work—excursions to localities of scientific interest in the vicinity of Andover. Individual investigation of topics of local and general interest. Text book: Tarr, "New Physical Geography."

1.—The earth as a planet. 2.—General features of the earth. 3.—Changes in the earth's crust. 4.—Rivers and river valleys. 5.—Plains, plateaus and deserts. 6.—Mountains. 7.—Volcanoes, earthquakes and geysers. 8.—Glaciers and the glacial period. 9.—Lakes and swamps. 10.—The ocean. 11.—Shore lines. 12.—The atmosphere. 13.—Winds and storms. 14.—Weather and climate. 15.—Physiography of the United States. 16.—Rivers of the United States. 17.—Distribution of plants. 18.—Distribution of animals. 19.—Man and nature.

JUNIOR CLASS

PHYSICS—(Chiefly laboratory work.)

I.—Review of Mechanics, Hydrostatics, and Pneumatics, Experiments.

II.—Heat.

1.—Linear Expansion of a Solid. 2.—Testing a Mercury Thermometer. 3.—Determination of the Dew-point. 4.—Specific Heat of a Solid. 5.—Latent Heat of Melting. 6.—Latent Heat of Vaporization.

III.—Sound.

- 1.—Velocity of Sound in Open Air. 2.—Number of Vibrations of a Tuning-fork. 3.—Wave Length of Sound.

IV.—Light.

- 1.—Images in a Plane Mirror. 2.—Index of Refraction of Water. 3.—Index of Refraction of Glass. 4.—Focal Length of a Converging Lens. 5.—Conjugate Foci of a Lens. 6.—Shape and size of a Real Image formed by a Lens. 7.—Virtual Image formed by a Lens. 8.—Images formed by a Convex Cylindrical Mirror. 9.—Images formed by a Concave Cylindrical Mirror. 10.—Use of Rumford Photometer. 11.—Bunsen Photometer.

V.—Magnetism and Electricity.

- 1.—Lines of Force near a Bar Magnet. 2.—Study of a Single-fluid Galvanic Cell. 3.—Study of a Two-fluid Galvanic Cell. 4.—Lines of Force about a Galvanoscope. 5.—Resistance of Wires by Substitution: Various Lengths. 6.—Resistance of Wires by Substitution: Cross-section and Multiple Arc. 7.—Resistance by Wheatstone's Bridge: Specific Resistance of Copper. 8.—Temperature-coefficient of Resistance in Copper. 9.—Battery Resistance. 10.—Telegraph Sounder and Key. 11.—Motor. 12.—Dynamo.

SENIOR CLASS

CHEMISTRY

General descriptive chemistry (inorganic). Recitations and laboratory work.

- 1.—Fundamental definitions and ideas. Relations between Chemistry and Physics. Practical importance of Chemistry. Elements and compounds. 2.—Hydrogen. Oxygen. Water. Solution. 3.—Chemical symbols and formulas. Chemical combination. Chlorine. Hydrochloric acid. Acids, bases and salts. 4.—Nitrogen and the atmosphere. Properties of gases. Ammonia. Nitrogen compounds. 5.—Sulphur and its compounds. 6.—Carbon and its compounds. Combustion. 7.—Fluorine, Bromine and Iodine. 8.—The Nitrogen family. 9.—The Periodic System. 10.—Silicon and Boron. 11.—Metals and non-metals. 12.—The alkali metals. 13.—The alkaline earth metals. 14.—Zinc, Cadmium and Mercury. 15.—Copper, Silver and Gold. 16.—Aluminum. 17.—Iron, Nickel and Cobalt. 18.—Manganese and Chromium. 19.—Lead, Tin and Platinum.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1904

ANDOVER, MASS.
THE ANDOVER PRESS

1905

SCHOOL COMMITTEE

JOHN ALDEN, <i>Chairman</i>	-	-	-	-	Term expires 1905 6 Punchard Avenue.
THOMAS DAVID,	-	-	-	-	Term expires 1905 61 Red Spring Road.
COLVER J. STONE,	-	-	-	-	Term expires 1905 1 Locke Street.
CHAS. H. SHEARER,	-	-	-	-	Term expires 1906 16 Abbot Street
GEORGE T. EATON,	-	-	-	-	Term expires 1906 73 Bartlet Street.
CHARLES W. CLARK,	-	-	-	-	Term expires 1906 23 Summer Street.
MRS. ELLA S. MORRILL,	-	-	-	-	Term expires 1907 West Parish.
MRS. L. A. WILSON,	-	-	-	-	Term expires 1907 Ballardvale.
WILLIAM A. TROW,	-	-	-	-	Term expires 1907 Frye Village.

Secretary and Superintendent

CORWIN F. PALMER,	-	-	-	-	16 High Street
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GENERAL COMMITTEES

Auditing and Advisory

JOHN ALDEN,

CHARLES W. CLARK,

COLVER J. STONE.

Teachers and Janitors

GEORGE T. EATON,

MRS. L. A. WILSON

MRS. E. S. MORRILL.

Books and Supplies

CHARLES H. SHEARER,

WILLIAM A. TROW,

THOMAS DAVID.

Cornell Scholarships, Phillips Academy

COLVER J. STONE,

CHARLES H. SHEARER,

WILLIAM A. TROW.

Cornell Scholarships, Abbot Academy

MRS. L. A. WILSON,

MRS. E. S. MORRILL,

CHARLES W. CLARK.

DISTRICT COMMITTEES

Punchard High School:

GEORGE T. EATON,

MRS. L. A. WILSON,

WILLIAM A. TROW.

Stowe and John Dove:

GEORGE T. EATON,

COLVER J. STONE,

CHARLES W. CLARK.

Indian Ridge, Bradley, and Richardson :

MRS. L. A. WILSON,

THOMAS DAVID,

WILLIAM A. TROW.

West Centre, North, Bailey, and Osgood

MRS. E. S. MORRILL,

CHARLES H. SHEARER,

JOHN ALDEN.

TRUANT OFFICERS

ALEXANDER DICK, 21 Bartlet Street.

ELMER H. SHATTUCK, Ballardvale.

WILLIAM ANGUS, 65 Red Spring Road.

COMMITTEE MEETINGS

The first Monday evening of each month, at half past seven, at
the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8—8.30 A. M. ; 4—5 P. M.

Also on Tuesdays and Fridays, 7—7.30 P. M.
at School Committee's rooms, Town Hall.

. NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bells and whistle. When the signal, 3-3-3, is heard at 8 o'clock in the morning or at 12.30 noon, there will be no school for the kindergarten, and first, second, and third grades. If the signal is repeated at 8.10 A. M. or 12.40 noon, there will be no school for all grades. The second signal will be given only in very severe storms.

CALENDAR FOR THE SCHOOL YEAR, 1904 - 5.

FALL TERM

Begins September 12, 1904 - - Ends December 16, 1904

WINTER TERM

Begins January 2, 1905 - - - Ends March 31, 1905

SPRING TERM

Begins April 10, 1905 - - - - Ends June 23, 1905

FALL TERM

Begins September 11, 1905 - - Ends December 15, 1905

JANITORS

Punchard, Stowe and John Dove Schools	ALEXANDER DICK
Indian Ridge School - - - -	WILLIAM ANGUS
Bradlee School - - - - -	PATRICK CONWAY
Richardson School - - - - - -	DAVID GORDON
West Centre School - - - -	EDWARD F. ABBOTT
North School - - - - -	JAMES E. MCGOVERN
Bailey School - - - - - -	JESSE MELANSON
Osgood School - - - - - -	JOSEPH BOURDELAIS

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1904,	1,180
Number of children between seven and fourteen years of age,	881
Number of children fourteen years of age,	112
“ “ thirteen “	117
“ “ twelve “	123
“ “ eleven “	120
“ “ ten “	118
“ “ nine “	109
“ “ eight “	104
“ “ seven “	139
“ “ six “	107
“ “ five “	131

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school-houses and lots,	200,000
Estimated value of books and apparatus,	4,500

III. SCHOOL EXPENSES.

Total amount expended, including amount expended for High School,	
Schools,	\$28,484.13
School-houses,	47,477.56
Books and Supplies,	2,228.11
Amount expended for current expenses, salaries, fuel, supplies,	30,712.24
Expense per child, based on average number belonging, including Punchard High School,	27.38
Per cent. of current expenses of schools to whole amount expended by town,	22

IV. SCHOOL BUILDINGS.

Number of school buildings,	12
Number of rooms,	47
Number of rooms not occupied,	4

V. TEACHERS.

Whole number of teachers, including Punchard School,	43
Number of principals of buildings,	6
Number of principals of kindergartens,	2
Number of kindergarten assistants,	2
Number of special teachers,	4

REPORT OF TRUANT OFFICERS

Number of cases reported,	26
Number of cases truancy,	7
Number detained at home by sickness,	10
Number detained at home unnecessarily,	7
Number detained at home because of insufficient clothing,	2
Number of cases prosecuted,	0

ALEXANDER DICK, *Truant Officer.*

Number of cases reported,	7
Number of cases truancy,	7
Number detained at home by sickness,	3
Number detained at home unnecessarily,	1
Number detained at home because of insufficient clothing,	3
Number of cases prosecuted,	0

WILLIAM ANGUS, *Truant Officer.*

Number of cases reported,	1
Number of cases truancy,	0
Number detained at home by sickness,	1
Number detained at home unnecessarily,	0

ELMER H. SHATTUCK, *Truant Officer.*

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 19, 1903.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership.	Average Attendance.	Per cent. of Attendance.
Punchard		Alton W. Peirce George W. Low Blanche S. Jacobs Frances E. Brooks Grace L. Burt Susan L. Austin Alice A. Brown	130	112.6	107.4	95.4
Stowe	IX	Anna E. Chase	41	39.4	37.2	94
	VIII	Lillian S. Adams	43	42.1	39.6	93.6
	VII	Florence Ash	50	48.6	45.7	95
	VI	Grace Hill	51	48.6	44.8	92
	V	Carolyn A. Dean	55	46.8	42.7	91
	Special	Marcia Richards	29	27	25	95.9
John Dove	IV	Annie M. Downes	42	41.3	38.9	94
	III	Harriet W. Carter	47	42.1	38.1	90.7
	III-II	Mary E. Milligan	45	44.4	40.1	90
	II	Jennie S. Abbott	40	34	30.8	90
	I	Adèle H. Duval	35	34.3	29.6	86
	I	Marion Paine	40	35.5	31.8	89.4
	Kind'r'g't'n	{ Evelyn P. Reed Mary E. Scott	70	47	41.8	86.7
Indian Ridge	VIII-VII	Louise Morrison	31	29.9	28.4	95
	VI-V	{ Mabel G. Carley Gretchen L. Libbey	42	40	36.9	92
	IV	Jean A. Birnie	23	25.5	24	94
	III-II	Ethel R. Coleman	34	33	31	94
	I	Alice S. Coutts	25	22.4	20.9	89
	Kind'r'g't'n	{ Florance M. Prevost J. Gertrude Jackson	30	22.2	19.6	88
Bradlee	IX-VIII	Clara A. Putnam	22	20.3	19.2	95
	VII-VI	Jessie B. F. Greene	23	21.1	19.6	93
	V-IV	Cecilia A. Kydd	40	35.8	33	92.2
	III-II	Ruby S. Copeland	29	28.4	25.9	91.3
	I	Helena M. Lindsay	28	25.1	21.4	85
	Kind'r'g't'n	{ Florance M. Prevost Mary E. Scott	20	15.8	14.8	87
Richardson	III-I	Helen W. Battles	36	32.3	30.2	94
	VII-IV	Grace E. Feeney	24	20.9	19.2	92
West Centre	I-IX	Emily F. Carleton	41	29.5	26	87.8
North	I-VIII	Caroline J. Burt	20	15	12.8	86.3
Abbott	I-VIII	Mabel S. Robinson	30	27.1	23.1	84.9
Bailey	I-IX	Ethel Worcester	13	9.4	8.4	89
Osgood	I-IX	Maude P. Harmon	28	24.2	18.8	76.8

Number of pupils in all schools,	1257
Average membership,	1121.6
Average attendance,	1026.7
Per cent. of attendance,	91
Number of children in school under five years of age,	90
Number of children in school between five and fifteen years of age, not including Punchard School,	1009
Number of children in school over fifteen years of age, not including Punchard School,	48
Number of children in school between seven and fourteen years of age, not including Punchard School,	696

LIST OF TEACHERS

Corrected Jan. 1, 1905.

PUNCHARD SCHOOL.

NAME.	P. O. ADDRESS.
CHARLES L. CURTIS, Principal, <i>Greek and Latin.</i>	45 Bartlet Street.
GEORGE W. LOW, <i>Sciences.</i>	61 Chestnut Street.
GRACE LINA BURTT, <i>Mathematics.</i>	Lowell Street.
ALICE A. BROWN, <i>Commercial Branches.</i>	173 Main Street.
SUSIE L. AUSTIN, <i>History.</i>	61 Chestnut Street.
BLANCHE S. JACOBS, <i>English Literature and Composition.</i>	54 Whittier Street.
FLORENCE ETHEL BAILEY, <i>French and German.</i>	61 Chestnut Street.

STOWE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IX	Anna E. Chase, Prin.,	R. F. D., No. 1, Lowell.
VIII	Lillian S. Adams,	75 Park Street.
VII	Grace Hill,	67 Bartlet Street.
VI	Gertrude J. Green,	51 Elm Street.
V	Carolyn A. Dean,	104 Main Street.
Special	Ida E. Jenkins,	54 Whittier Street.

LIST OF TEACHERS

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JOHN DOVE SCHOOL.

GRADE.	NAME.	P. O. ADDRESS.
IV	Annie M. Downes, Prin.,	29 Chestnut Street.
III	Alice S. Coutts,	34 Maple Avenue
III, II	Mary E. Milligan,	106 Main Street.
II	Jennie S. Abbott,	Upland Road.
I	Adèle H. Duval.	Whittier Street Cor. Summer.
I	Marie Howard,	61 Chestnut Street.
Kindergarten	Evelyn P. Reed, Prin.,	23 School Street.
	Mary E. Scott, Asst.,	Ballardvale.

INDIAN RIDGE SCHOOL.

VIII, VII	Marcia Richards, Prin.,	13 Chestnut Street.
VI, V	Alice Turner,	51 Elm Street.
IV	Jean A. Birnie,	67 Poor Street.
III, II	Ethel R. Coleman,	Railroad Street, P. O. Box 86
I	Helena M. Lindsay,	11 Washington Avenue.
Kindergarten	Florance M. Prevost, Prin.,	67 Bartlet Street.
	S. Elizabeth Dodson, Asst.,	40 Haverhill Street.

BRADLEE SCHOOL.

IX, VIII,	Clara A. Putnam, Prin.,	Frye Village.
VII, VI	Mabel Ann Richardson,	51 Elm Street.
V, IV	Cecilia A. Kydd,	22 Cuba Street.
III, II	Ruby S. Copeland,	Ballardvale.
I	Florence I. Abbott,	Upland Road.
Kindergarten	Florance M. Prevost, Prin.,	67 Bartlet Street.
	Mary E. Scott, Asst.,	Ballardvale.

RICHARDSON SCHOOL.

III—I	Helen W. Battles, Prin.,	31 Lowell Street.
VI—IV	Caroline J. Burt,	R. F. D. No. 1.

WEST CENTRE SCHOOL.

Emily F. Carleton,	West Parish.
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NORTH SHOOL.

Mabel S. Robinson,	128 So. Broadway, Lawrence.
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BAILEY SCHOOL.

Julia A. Brine,

R. F. D. No. 1, Lowell.

OSGOOD SCHOOL.

Anne J. Caton,

R. F. D. No. 1.

SPECIAL TEACHERS.

Drawing — Katherine D. Whitman,	61 Chestnut Street.
Music — Elizabeth Hoar,	44 Chestnut Street.
Physical Training — Edna P. Carret,	31 Chestnut Street.
Sewing and Cooking — Bessie P. Goldsmith,	60 Elm Street.

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover :

Your committee, to whom was left the building, heating, and sanitary improvements recommended and adopted at the last Town Meeting, hereby submit the following report:—

THE NEW BUILDING.

E. W. Pitman's contract for building and plumbing,	\$19930.00
Extras, not provided for in above,	1229.96
Gas, water, and sewer connections,	92.24
Architect and Inspector's fees,	1172.02
Total,	<u>\$22424.22</u>

This is considerably under the estimated cost of \$25000.00, though it includes a few items in connection with the heating not figured in that estimate. In making out the specifications for the various contracts, the committee cut out everything that they felt it was possible to get along without. After the bids were secured, and it was found there was a safe margin, certain of these items were included, as extras, in the work done. They were regarded as wise expenditures, increasing either the durability or the usefulness of the building. The work has been criticised for its plainness, but never, so far as the writer knows, for any extravagance in construction.

THE CENTRAL HEATING PLANT.

W. H. Welch & Co.'s contract for boilers, flues, piping, radiators, conduits, and all connections for the new building, Punchard, John Dove and Stowe buildings,	\$ 8796.88
Extras for Welch & Co.,	325.04
Hardy & Cole, for extras,	881.04
Engineer's fees (R. D. Kimball),	490.29
Architect and Inspector's fees,	145.40
Total,	<u>\$10638.65</u>

The estimated cost of the above was \$11200.00. A few items belonging strictly to the heating contract were included in Mr. Pitman's contract, as they could be taken better care of by the builder.

The only part of the new heating arrangement that has given any trouble has been the difficulty in warming the northeast corner room of the Punchard building. The indirect radiation has not worked properly in this room, owing to an attempted economy on the part of the committee and engineer to utilize one of the old flues and so avoid the expense of running up a new flue nearer the room. The difficulty has been overcome by increasing the number of heating coils in the room. Owing to its exposed situation, and the numerous cracks and crevices in wainscoting and windows, this room is a severe tax on any heating system.

The problem of arranging heating and ventilating flues and room for the sanitariums at Punchard was foreseen to be a difficult one, but it was not until the tearing down had begun and the State Inspector had put in his word of advice as to what *must* be done that the task was fully appreciated. The Town is indebted to the painstaking work of Mr. Gilbert for the very satisfactory result that has been accomplished. The tearing out and reconstruction of the four old chimneys, and the re-decoration of the walls in consequence of this, together with the lowering of the floor in the boy's playroom and the relaying of this and the floor in the girl's playroom, are the chief causes for the large bill of extras in the above and the following schedules.

SANITARIES AT PUNCHARD.

W. H. Welch & Co.'s contract,	\$1181.33
Hardy & Cole's contract,	1286.00
Extras not included in above contracts, . .	947.27
Gas, water, and sewer connections,	288.16
Architect and Inspector's fees,	258.19
<hr/>	
Total,	\$3960.95

SANITARIES AT JOHN DOVE.

W. H. Welch & Co.'s contract,	\$1184.65
Hardy & Cole's contract,	1233.00
Extras not included in above,	384.84
Gas, water, and sewer connections,	207.05
Architect and Inspector's fees,	169.48
Total,	<u>\$3179.02</u>

SANITARIES AT INDIAN RIDGE.

George Saunders, contract,	\$1273.14
Hardy & Cole, contract,	475.00
Extras not included in above,	630.47
Sewer expense,	97.91
Architect and Inspector's fees,	138.83
Total,	<u>\$2615.35</u>

The putting in of the sanitaries at this school and at the Bradlee involved the addition of a small steam or hot water plant to protect the plumbing from freezing. After the work had been started at the Indian Ridge it was thought best by the committee to make better provision for heating the cold rooms and halls that have always given trouble in this building. While things were being torn up the new flues and piping could be placed to better advantage and at less expense than at a later time. This was provided for in the above extras, and one of the small auxiliary boilers formerly in use at the Stowe school temporarily installed. By replacing this with a larger portable boiler it will be possible now to do away with two of the furnaces.

SANITARIES AT THE BRADLEE.

George Saunders, contract,	\$1230.83
Hardy & Cole, contract,	515.00
Extras not included in above,	156.57
Sewer and water connections,	198.04
Architect and Inspector's fees,	118.02
Total,	<u>\$2218.46</u>

In addition to the above items, \$322.49 has been paid to the Park Commissioners for work done under their supervision on the grading of the school grounds. More of this work has been planned for under the special appropriation, but owing to increased expenditures along other lines only this small beginning could be made. Of course, the Commissioners are the proper parties to handle this problem of arranging and grading the school grounds as a part of their general scheme of park improvement. It is sincerely hoped that the Town will give them the authority and means to proceed with this work. Also, in this connection, the Town will have to arrange for the proper widening and deepening of Roger brook, so as to take care of the flowage water that covers the Playstead and may fill the cellar of the new school building in times of freshet.

There are two other items that should be included under the work of the special appropriation, one of \$8.00 for extra work at the Stowe school, which has been paid, and one for \$325.75 which has not been paid, and which covers supplies and furnishings for the new arrangements. This makes the total expense incurred \$45692.89.

Of this amount, \$45000.00 has been paid for the special appropriation, \$40.00 from the proceeds of the sale of the old John Dove boiler, and \$177.14 from the balance left over from the regular school appropriation. This leaves a deficit of \$475.75, which it is proposed to pay from the regular appropriation for School Houses for this year.

Your Committee has decided to ask the following appropriations for 1905 : —

For Schools,	.	.	.	.	.	.	.	.	\$30000.00
School Houses,	.	.	.	.	.	.	.	.	2500.00
Text Book and Supplies,	.	.	.	.	.	.	.	.	2000.00
Total,	.	.	.	.	.	.	.	.	<u>\$34500.00</u>

These sums will just cover the present salary list, the expense of transportation and fuel (we shall have nearly two years' supply

of coal to pay for this coming year), the necessary repairs including the deficit of last year, and the necessary annual outlay for books and supplies.

Your attention is called to the report of the Superintendent which follows, and I earnestly bespeak a careful consideration of the facts which he has presented.

Respectfully submitted, for the Board,

JOHN ALDEN, *Chairman.*

SUPERINTENDENT'S REPORT

To the School Committee, Andover, Mass :

I have the honor herewith to submit my fourth annual report of the Schools under your direction.

An unusually large number of changes in our teaching force occurred in the summer. Dr. A. W. Peirce, principal of Punchard School, was lured to the Murdock School of Winchendon by the offer of a larger salary; Miss Frances Eleanor Brooks, who had formed so large a part of the life and effectiveness of the same school for several years in the department of modern languages responded to an imperative call from Brookline offering a larger salary and larger opportunities.

Miss Florence Ash of Stowe, Seventh, was attracted to New Jersey, East Orange, where they pay higher wages; Miss Louise Morrison, principal of Indian Ridge School wanted to study in Germany; Miss Gretchen Libby received a flattering call to New Jersey, near New York; Miss Grace Feeney was offered a school more to her liking in Peabody and Misses Worcester and Harmon of the Bailey and Osgood Schools went off down nearer Boston to more money and more accessible schools. Then Mr. Andrews, our director of drawing was asked to go to Chicopee at a salary nearly twice that he received here. Last of all, Miss J. Gertrude Jackson, assistant in the Indian Ridge kindergarten sent in her resignation. Her place was filled by the election of Miss S. Elizabeth Dodson, a 1904 graduate of Lowell Normal School.

Three of our teachers asked leave of absence previous to the opening of the school year in September. Miss Harriet W. Carter for a year of rest and change; Miss Jessie B. F. Greene, because of serious illness, after many years of faithful service; Miss Ruby S. Copeland, for the fall term because of illness. Miss Copeland returned to her post at the beginning of the winter term. Her place was filled during her absence by Miss

Marie Howard, of Concord. Miss Copeland, restored to health, is now back at her post, but Miss Greene's health is such as to cause much anxiety to her friends.

Miss Marcia Richards was transferred from the special school at the Stowe to the principalship of the Indian Ridge School; Miss Gertrude J. Green, a graduate of the Plymouth Normal School with a number of years experience in a sixth grade at Milford, N. H., was secured for Miss Ash's place; Miss Alice S. Coutts was taken from Indian Ridge School for Miss Carter's place; Miss Alice Turner, a Bridgewater graduate teaching in Methuen, was elected to Miss Libby's position; Miss Helena M. Lindsay was transferred from the Bradlee School to Miss Coutt's place; Miss Ida E. Jenkins, a graduate of the Johnson Normal School, Vermont, a teacher in the Schools of Winchendon, took the place left vacant by Miss Richards at the Stowe; Miss Mabel A. Richardson, of the Rochester, N. H., schools, graduate of the Plymouth Normal school, was elected to Miss Greene's position; Miss Florence I. Abbott resumed her old place after a year's leave of absence; Miss Caroline J. Burt was transferred from the North to the Richardson school in Miss Feeney's place; Miss Julia A. Brine, a teacher of experience and a graduate of Hyannis Normal School, was elected to the Bailey and Miss Anne J. Caton, a graduate of the same school, and for several years a teacher in Winchendon, was appointed to the Osgood School.

Miss Florence Ethel Bailey, a graduate of Wellesley, teacher of French and German in the High School of Gardner was elected to the place left vacant by the resignation of Miss Brooks.

Miss Katherine D. Whitman, for many years director of drawing at Northampton but for the past year studying art in Europe, was secured to take charge of the work here.

Mr. Chas. L. Curtis, a graduate of Colby University and who for a number of years had been principal of the High School at Orange, was elected to the principalship of the Punchard School. Such a great change in our teaching corps is of course a serious detriment to the schools. We have been able to fill all positions with well-trained and experienced teachers and the work of the schools has, under the circumstances, progressed very satisfactorily since they opened in September.

CROWDED CONDITIONS

I must again call attention to the crowded conditions existing in the Centre, especially in the Stowe School. I referred to this matter at some length last year but conditions now are worse than then. There are at present thirty pupils more in that building than at the time of my last report. The evils arising from this over-crowding have been in a measure mitigated in past years by mid-year promotions, but this year we have been unable to apply this remedy. What I recommend is that an additional room be fitted up in the new building and another teacher be employed. This is imperative if many pupils are to receive that individual instruction which they so much need.

THE DISTRICT SCHOOLS

The changes in the District Schools authorized at the opening of the present school year have worked well. The Abbott schoolhouse had become unfit for use. Nine pupils from families residing in the North District but who have heretofore attended the Abbott School now go to the North School where they belong, making the membership in that school twenty-five, the ideal number for a school of many grades. By this arrangement the children of only one family are compelled to go farther than when they attended the Abbott School. But even in this case there is a more than adequate compensation in the better road and in the comfortable and pretty North school house. Besides, Miss Robinson, who had for three years taught the Abbott School to the satisfaction of its patrons was transferred to the North School.

The remaining ten children of the Abbott School, coming from families resident in the district are being transported by barge to the Bailey School. We were fortunate in securing an excellent man to take charge of this transportation, one in whom all the parents had full confidence. The Bailey School has thus been increased to an enrollment of twenty-two and an average membership of twenty. I take pleasure in reporting that the whole arrangement has been decidedly for the betterment of school conditions in the extreme west of the town. We now have in the West Parish four district schools with an aggregate membership of one hundred and eight pupils. The West Centre

is the largest of these with a membership of thirty-four while the Osgood has twenty-nine. This is an adequate number of schools. To increase the number is to weaken those affected. The general tone and the quality of the teaching in these schools are better today than at any time within the four years I have known them. They are in charge of well-trained and experienced teachers who are paid salaries on a par with those paid elsewhere in the town.

Transportation of children in all parts of the town where it has been authorized is working well. Children are being conveyed to and from school promptly. If any mishaps have occurred they have not come to my knowledge.

NEW KINDERGARTEN ROOMS

One week before the Christmas vacation the John Dove kindergarten was moved from the rented rooms on Bartlet Street to the rooms provided for it in the new building. In my report of last year I dwelt at some length upon the value of this kind of training. It is our earnest wish that every child in the town who has reached the age of four, and lives within reach of any one of our three kindergartens, may be a regular attendant upon these schools. The attendance should be regular. Of course, irregular, spasmodic attendance is as great a bar to the progress of children of this grade as of any other.

I think it would be well to require at least one year's regular attendance upon the kindergarten of every child living within a reasonable distance before he is permitted to enter the first grade. It would certainly be greatly to the advantage of all first grade children if this requirement were made.

There is in this grade as definite a purpose, as clearly outlined a work to accomplish as in any other. A single day's absence is a serious matter, not only because of the break in the work of the child but because of the habit which he forms.

ADJUSTABLE DESKS

Ninety-three new adjustable desks have been purchased during the year to replace old unhygienic ones heretofore in use. I referred at some length in my last report to the evil effects of

the old desks upon most children. It is hoped we may be able to purchase a quantity of these adjustable desks each year until the schools shall be fully equipped with them.

COMMERCIAL COURSE

Elsewhere in this report appears a detailed plan for the work in the commercial department of the Punchard School. It is no longer necessary for our young people to go to a business college out of town to secure the training necessary to enable them to do good work in offices as bookkeepers, stenographers and typewriters. Those who will conscientiously and faithfully pursue the studies outlined in the course presented will be well-fitted for responsible positions of this kind. The course has not been in operation long enough so that any graduate has been able to profit by the entire course of training, but several young people who have pursued only a partial and somewhat hurried course are now succeeding well in responsible positions.

The equipment has been improved this year by the addition of five new Remington typewriters of the latest model.

The touch system of typewriting is being exclusively taught and the results are very encouraging.

FIRE DRILL

A fire drill has been organized in all the buildings of more than one room. At a given signal from the principal of the building, the several teachers with their pupils instantly discontinue their work, quickly fall into line and march out of and to a safe distance away from the building. For practice this signal is sounded at the most unexpected times. In case of fire, all know just what to do, quiet is maintained, a panic averted and all escape from the house with the least possible danger.

SCHOOL GARDENS

The Village Improvement Society last spring again distributed flower seeds to all children of the public schools who wished to purchase them at the nominal price of one cent a package. As heretofore the list was made up exclusively of hardy annuals, sweet alyssum, calendula, four-o'clock, morning glory, nasturtium and zinnia.

Two thousand one hundred and forty-three packages of generous size were distributed to five hundred and twenty-four children. As formerly, five first prizes of one dollar each, five second prizes of fifty cents each, and fourteen third prizes of twenty-five cents each were offered for the best gardens. Competition was lively and the ladies of the Society were kept busy through the summer watching the efforts of the youthful gardeners. Greater interest than usual was manifested by the children and their friends, and many hitherto neglected and unattractive spots about the homes of the children were converted into places pretty and gladdening. Andover blossomed as never before, and the casual visitor was lead to remark and inquire the cause. Beauty pays. Andover cannot afford to be ugly. In the fall the committee of ladies announced the following list of prize winners :

First Prize —

Anna Bursley,	Highland Road.
May and Arthur Chapin,	35 Poor Street.
Maud Orcutt,	Maple Avenue.
Gordon Whitman,	Pine Street.
Annie and Sylvia Zalla,	Pearson Street.

Second Prize —

Clarence Auty,	Haverhill Street.
William Bacheller,	School Street.
Arthur Eastwood,	189 No. Main Street.
Roy Flint,	Holt District.
Arthur Hoffman,	Ballardvale.

Gratuities —

Annie Winters,	Stevens Street.
Emma Michilini,	Pearson Street.
Catherine Sweeney,	200 No. Main Street.
Lindsay Ralph,	53 Phillips Street.
Bessie Corthell,	Ballardvale.
Kirk Temple,	228 Porter Street.
James Kyle,	Elm Court.
Lillian Trefry,	Elm Court.
Ethel Gardner,	Marland St., Ballardvale.
Mary MacIntire,	Dale Street, Ballardvale.
Arthur Cole,	Elm Street.
Marjorie Jaquith,	Florence Street.
Pauline Wood,	Elm Street.
Edna Francis,	69 High Street.

MONTHLY GRADE MEETINGS

I have planned to hold monthly meetings of the teachers of each grade. At these meetings the work of the month is more definitely outlined and methods of instruction discussed. The interchange of ideas thus afforded is proving very helpful to all.

NINTH GRADE TRIP TO BOSTON

The children of the Ninth Grade made the annual pilgrimage to Boston again last spring in charge of their teachers and the Superintendent. The itinerary was about the same as the year before. The officials of the Boston & Maine railroad extended us the same courtesies as before, and other gentlemen in the city took pains to make our trip an enjoyable and profitable one.

RECEPTION TO TEACHERS

The reception given to the teachers of the public schools at Punchard Hall early in the fall was a very pleasant affair to all. It is to be hoped that more such opportunities may occur for social intercourse among those immediately connected with the work of the schools.

SANITATION AND HEATING.

Every parent who has a child in the schools, the children, the teachers and the people of Andover generally are to be heartily congratulated on the great improvements that have been made in hygienic conditions of the school buildings within the past year. Your chairman will in his report make a detailed statement of the work accomplished so I will not refer to the subject here further than to express my appreciation of the wisdom and spirit of liberality shown by the people of the town in making the necessary appropriation, the excellence of the plans for improving the several buildings and for building the new, the faithfulness and skill shown by the several contractors in carrying out the plans, and the consequent perfection of detail and excellence of all the work done, producing results which are highly satisfactory to all in any way connected with the schools. It is true that at first some small adjustments were necessary, such as are incidental to all new work, but these were minor matters in no way involving the general plans and are now, I think, all made, and everything is working smoothly and effectively doing the work it was designed to do.

INCREASING INTEREST

The work of the schools is each year claiming more and more the attention of the public, and especially of those who have children of school age. People are realizing as never before that the supreme public interest is the education of the young. In Andover this interest has manifested itself in ways that are very encouraging to teachers and pupils, and to those who have the direction of school affairs. Parents are visiting the schools and holding interviews with teachers in regard to the school life of their children, and teachers are seeking acquaintance with the patrons of the schools, more generally than ever before. All teachers are requested to visit the parents of their pupils and form their acquaintance, and very generally so far as circumstances will permit this request has been complied with. It is hoped on the other hand, that all parents will endeavor to get into that sympathetic co-operation with the teachers of the children, so necessary to the fullest realization of the larger purpose of the schools. Pleasant relations in almost all cases do exist between teachers and parents, when they have come to know each other.

PARENTS' DAY

Parents' Day has done much to bring about this better understanding. The attendance upon these occasions has been most gratifying. Only parents and guardians of the children are invited. The regular oral work is exemplified and samples of the written work, drawing and other manual work are exhibited about the room. In addition to these there have been throughout the year

PUBLIC EXHIBITS

of school work in the Committee Room in the Town Hall to which the public has had access at all times. These exhibits have afforded an opportunity for teachers to compare the work of the several schools of the same grade, have been an inspiration to the children who have visited them, and they have given others a convenient means of seeing what results the schools are securing. Another cause for this increased interest and better acquaintance is in the three

MOTHER'S CLUBS

which hold monthly meetings in the kindergarten rooms at the John Dove, Indian Ridge and Bradlee schools. It is to be hoped that the membership in these clubs will continue to increase until it includes every woman who has children attending the public schools.

MORAL TRAINING

Complaints too frequently reach us that children are heard using profane and vulgar language upon the street. This is not so apt to occur upon the playgrounds and about the buildings, or where any of the teachers are likely to be present.

Much excellent work is being done by our teachers in training the children to pure-mindedness and noble ideals. But the school cannot entirely stem the tide of profanity and obscenity that endangers some of our little children almost from their babyhood. If vicious men should wantonly endanger the life and limb of children they would be summarily dealt with; much more, should coarse, vulgar fellows who scatter moral poison among innocent children be punished to the limit of the law. If that be not sufficient, then extend the limit. Society deals too leniently with such crimes. Moral lepers should be sent to a pest house prepared for them and get the treatment that their disease demands.

CHILDREN'S DISEASES

The unusual prevalence of children's diseases and the severe winter weather with its consequent colds, grip and general discomfort have wrought disastrously upon our attendance, especially among the younger children. The kindergartens have been the heaviest losers. Because of the half-day sessions, parents have in many cases yielded too readily to the inclemency of the weather.

MANUAL TRAINING

I will make no attempt in this report to discuss at length the value of the various forms of manual training. We are doing much already in this line. The kindergarten is largely manual in its activities, and in more or less modified forms, this work is continued into the primary grades. Instruction in sewing

follows in the intermediate grades, and lessons in cooking are furnished the girls of grades eight and nine. Of course, drawing in all the grades is a valuable kind of manual training, made more valuable than ordinarily this year, as it is worked out in decorative forms and in the application of designs to various articles constructed by the pupils.

But while much excellent training along these lines is being done and very satisfactory results are being accomplished, there are several gaps in our curriculum that should be filled. The most serious need is a room well equipped with benches and tools where pupils, especially the boys of the upper grammar grades may be systematically trained in wood-working. I earnestly hope you will see your way clear to provide the means for this important branch of school work at an early day.

NINTH GRADE PROMOTIONS

The following pupils at the close of the schools in June were promoted from the Ninth Grade to the Punchard School:

STOWE SCHOOL

Charles Bingham	Kitty Kyle
Isabella Bruce	Nellie Kyle
Jennie Coyne	Lewis Lindsay
Edith Cross	Francis Maroney
Arthur Cummings	Harold Marland
John Donovan	Ethel Maskell
Elizabeth Duffy	Bernard McDonald
Fred Eastwood	Alexander Morrison
Roy Hardy	Edith Morse
Ethel Hitchcock	Lillian O'Connor
Alice Holt	Elizabeth O'Sullivan
Newton Holt	George Scott
Harold Jackson	Bertram Stott
Homer Judge	George Stott
Margaret Karcher	Edward Williams
Dorothy Kaye	Myra Wilson

BRADLEE SCHOOL

Margaret Comber	Louis Kibbee
Helen Davies	Lottie Metcalf
Timothy Haggerty	Elsie M. Teague

ABBOTT SCHOOL

Marcella Flynn	Joseph Golden	Arthur Maddox
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FREE TEXT BOOKS

The advantages of the law requiring cities and towns to furnish free text-books and supplies to all the children of the public schools are so manifest to all in any way acquainted with its workings that it has become the fixed and settled policy of the State. There is no backward step; on the contrary the system is gaining ground everywhere. In some states the legislation is permissive, in others compulsory. That the system has its faults no one familiar with its operation will hesitate to admit.

One fault is a tendency to extravagance and wastefulness upon the part of some teachers and many pupils. This insidious tendency it should be the earnest effort of those entrusted with the administration of the schools to check, not only because of the unnecessary expense which it involves, but because of the bad habits it cultivates and the wrong ideals it creates.

We are doing everything possible to check this tendency. A system of accounts has been devised and the necessary blanks provided so that at a very small expenditure of time and effort an exact record is kept of all books and other supplies issued to each building and each room in the building. The teachers upon their part are earnestly endeavoring to train their pupils to a due appreciation of the means of education which the town so generously provides and are laboring to form in them habits of carefulness and economy in the use of all school material.

Another serious objection to the free text-book system is, that pupils, especially in the upper grammar and high school years, are not permitted to retain the books in the courses they have pursued. At the close of the term the books must be surrendered to the teacher in charge, and any opportunity to refer to them again or to review the subject, is cut off. I would recommend that pupils be advised to purchase the books which they have used in certain branches and that opportunity for such purchase be afforded them by your committee.

DISCIPLINE

Harsh means of discipline are pretty thoroughly eliminated from the schools of today. Any teacher who is compelled to resort to them frequently, does so either through mistaken judgment,

or else she is lacking in those personal qualifications essential to success in the schoolroom. It goes without saying that children should be thoroughly responsive to the will of the teacher, should render her unquestioning obedience. But this obedience must be obtained by proper means, if there is to be the fullest measure of success. A proper mental attitude upon the part of the child is of the utmost consequence. Hence the teacher must be capable of friendships with children. If she is not able to secure this the most delightful compensation of her calling, she is to be pitied; she should seek some other means of livelihood at once. She is out of place in the schoolroom. To win the friendship, the love of children, the teacher must not only have a strong sense of justice and that rare quality called common sense, but she must be thoroughly in sympathy with child nature; must be able, must be willing upon occasion to take the child's point of view.

QUALITY VS. QUANTITY

In no department of the schools is the quality of the work being neglected. A discriminating choice is made of the most important things, and teachers and pupils are inspired to get the best possible results in them, even though it may be necessary to neglect some of the less important matters in the curriculum. We are especially endeavoring to cultivate habits of self-reliance. It is made the keystone of every educational structure we are building.

If in any school exercise the child is not making a conscious effort to improve, he is not only failing to accomplish anything, but his attitude of indifference in regard to the quality of his work is positively harmful, since it tends only to fix bad habits which become a serious bar to future accomplishment.

The greatest work of the public schools is to arouse the interests and elevate the ideals of the child—to stir deep his spirit and bring the best there is in him to the surface and foster it, foster it until it becomes a fixity in his character.

BELATED PUPILS

One of the most serious problems of the schools is that of the belated pupil, the one who for some cause or other has fallen

one, two or three years behind children of his own age. These children, and there are many of them in the schools of any town or city, need much individual attention and the wisest handling. This in large measure is denied such children in over-crowded schools. It is a physical impossibility to give them the attention their cases demand, so they go on from bad to worse, lose interest, become discouraged and finally drop out of school, just at the most critical periods of their lives, the time when most of all they need the moulding influence and inspiring personality of a strong teacher. The remedy—better teachers and a smaller number of children to a teacher.

But this will require more money, an expense the people of the town will willingly vote when they fully realize the need of it. In time it will come. Until then we must utilize to the utmost the instrumentalities the good people of Andover have so generously placed at our disposal.

In conclusion I wish to express my pleasure at the delightful spirit of friendly co-operation that has characterized all with whom I have come into contact in the administration of the schools of Andover.

Respectfully submitted,

CORWIN F. PALMER.

Andover, Mass., Feb. 6, 1905.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

DEAR MR. SUPERINTENDENT: — Your principal desires herewith to present to you his report of the Punchard School, for the period beginning Sept. 12, 1904, and continuing to the date of this report.

GENERAL

CONDITIONS

The general conditions for the school are excellent. A broad-minded and highly intelligent co-operation exists between school committee trustees, superintendent, principal, faculty, parents and townspeople generally. Every teacher is well prepared in his or her special department, and brings to every class an enthusiasm that can hardly be other than contagious. The building is now well arranged and convenient for school purposes, satisfactorily heated and lighted, and, in general, well equipped with necessary apparatus and reference books. The hours of session are those best calculated to give to the average pupil the most satisfactory arrangement of his time for both home preparation and for recreation.

Opposed to the uniform excellence of these primary conditions are certain temporary and superficial difficulties that need to be eliminated. What has already been planned or attempted toward this end will in each case be stated.

LACK

OF PLAN

First: the lack of a definite, progressive plan for the development of the school. This is unquestionably due to a deplorable frequency of changes in its internal administration, and consequently to the absence of any systematic co-operation by which teachers might be thoroughly interested and informed, not only in their own individual work but also in the general aims, the policy, the standards and the major details of the administration of the school as a whole.

It has been and will continue to be the policy of the present administration to remove systematically and as rapidly as

possible any and all conditions that tend to retard the proper usefulness of the school, and to substitute therefor a steady, definite policy of healthy growth, depending upon every teacher, parent, school-officer, pupil and the general public for a hearty co-operation at all times.

With this intent a meeting of the faculty of the school is held regularly every Tuesday afternoon, in which matters of general policy and specific details are carefully discussed and decided by the faculty as a whole. The general knowledge of conditions thus obtained and the intelligent interest in every department of the school thus developed by every teacher has already rendered possible a definite policy, and definite standards and methods for attaining it.

HABIT

Second: Among the student body there has been apparent a lack of proper appreciation of the opportunities here offered for an education, a kind of immaturity of thought and purpose, accompanied in many cases by a somewhat habitual carelessness and a lack of promptness and accuracy about the details of both discipline and scholastic work. This callous attitude toward exactness of requirements is not in any way the result of intention, but of slowly formed habit, and is simply a moving in the lines of least resistance.

To overcome this, definite and uniform standards of deportment and of scholarship have been set: every pupil is beginning to realize the existence of such standards and to govern himself by them.

SCHOLARSHIP

Third: The grade of scholarship apparent at the beginning of the year was manifestly below what the history of the school warrants and what the public rightfully expect.

This has been materially raised by the methods above mentioned. In addition, the principal keeps at hand a card-catalog of every pupil's deportment and scholastic standing, based upon weekly reports of the teacher of every department. Any pupil whose standing for the preceding week has not been satisfactory is notified in writing at the beginning of the following week and is also told personally exactly wherein he has failed, and is advised with regard to securing a better standing.

Whenever any pupil's work falls sufficiently to warrant it, a written notice is sent the parent, stating the matter at fault, and recommending a certain amount of home study under the parent's supervision. This notice is returned to the principal's office after having been signed by the parent, and is kept on file.

In cases where the home study recommended is not properly carried out, or where, for any reason, it does not effect the required gain, the pupil returns to school for afternoon study in the subject designated until his standing has become satisfactory.

If satisfactory improvement is not noted in the course of a month, the pupil is dropped from that subject and devotes all his energies to his remaining work. The subject dropped must be made up the following year, either by repeating the work with the class below, or by passing a preliminary examination in it in September, and also passing the regular half-term examinations held in that subject during the year.

A pupil who falls more than five hours a week behind his class ranks with the class below. It has been found necessary to drop very few pupils from any subject, and then nearly always because of the pupil's having attempted more work than his health or present ability warrants.

It is the policy of the principal to make as many personal calls as possible upon the parents and to encourage their calling upon him, so that a sympathetic understanding may be established with the home. In cases where this calling cannot be arranged a considerable correspondence is carried on. Parents are urged to call upon the principal at his office, or upon any of the department teachers, and, in case of supposed error or unsatisfactory treatment, to suspend judgment until the facts are known in a personal interview. In this connection your principal would say that he has never known a fairer minded or more intelligent body of parents than he has thus far met in Andover.

STUDY

Fourth: There has been lacking in the School a healthy enthusiasm and love of study which should exist under proper conditions. There is needed an atmosphere of realism about the school work, a feeling by the pupil that what he knows he knows, and the ability and inclination to defend his own opinions in class work.

Under the favorable conditions of the present co-operative system a strong effort is being made by every teacher, not only to make the class work as real and interesting as possible to the class as a whole, but to endeavor, by such personal work as is possible, with the less fortunate individuals, to afford an added help to them personally. The afternoon sessions often afford an excellent opportunity for this kind of work.

Study periods for pupils during the regular session hours have in many cases been rendered more satisfactory by an arrangement whereby pupils not in recitation at any particular hour are, so far as is possible, seated in a quiet room where no recitation work or distraction of any kind is offered. By these and various other means an inclination toward serious study is being encouraged.

SCHOOL SPIRIT

Fifth: There is a great lack of and need for school spirit. This is apparent, not only in the attitude of the student body toward the little omissions or commissions counter to the best interests of the school, but in the lack of a sufficiently high standard of class scholarship, in repeated instances of tardiness not frowned upon by the class, and more particularly, in the lack of a patriotic interest in the public speaking contests, and in every department of school athletics, and in such other features of school life as should occupy a share in the interests and efforts of every loyal Punchard boy and girl. There is now an inclination to regard all these matters from an individual standpoint, entirely forgetful of what it may mean to the school. The question should not be "Do I care to go in for this or that?" That is a purely selfish question. The question should be, "Does the school or the class need my support in that? The high school is not too early in life to begin to learn and to practice the great lesson of life, not what is the least effort for me, but what I can offer to my neighbor and to my community as my share of the world's great work.

A growing influence for better things in the matter of school detail is being exerted by the teacher's demanding a rigorous promptness in handing in work at the prescribed time, in actually requiring exact excuses for all tardiness and absence, by begin-

ning and closing recitations promptly and refusing to admit to class a pupil who is careless and dilatory in appearing for recitation. At the beginning of the year three minutes was insufficient time between classes for changing rooms: at present one minute is the time generally expended. The value of time is a lesson worth anybody's learning.

In the matter of athletics there is a strong call for work. The public generally is urged to do whatever may seem their part in encouraging the athletic sports at Punchard, both among girls and boys. In this way we can create and maintain a center of interest from which the activities of the pupils may radiate in healthful channels. As a beginning in this direction a graduate manager for the ensuing year has been elected. and we here bespeak the support of all loyal friends of Punchard for him in his work. It is the firm belief of the principal that every teacher, every boy and every girl in the school owes an allegiance to this athletic movement, that he should be a working member of the athletic association, even if he be not personally interested in the athletic games themselves, and that by so doing he will be helping to create a more loyal school spirit and so a better school. There is no necessity of these games being confined to baseball and football. Tennis, golf, basketball, handball and track athletics offer equal advantages, and many of them are equally advantageous to girls.

MEMBER- SHIP

Sixth: It is much to be desired that the number of pupils entering Punchard may be increased. There is a mighty power in the enthusiasm of numbers.

In September the number of pupils in attendance was 115, of which number 45 were boys and 70 were girls. This unnatural proportion is due largely to the influence of Phillips Academy which, for the last five years, has drawn a yearly average of 26 boys from the town. At the present time we have in school 41 boys and 64 girls, a loss of 4 boys and 6 girls. Considering the natural tendency in all schools for the less ambitious to drop out whenever the standard is raised, and that a considerable number of these losses have either left town or have been obliged to leave school for unavoidable causes, the permanency of numbers is highly creditable to all concerned.

COURSES OF STUDY

Seventh : The present elective plan for courses of study, after a proper trial, has proved itself unsuited to existing conditions. The chief difficulty is that, because of the present freedom of election the average pupil, upon finishing his four years' work in the school finds himself fitted for no particular thing.

Now if a modern high school should do any one thing for a pupil, it is this : to fit him by a definite and regular sequence of intellectual work for some particular purpose in life. This, it is believed, can to a considerable extent, be done by first endeavoring to gauge the natural tendencies of the pupil, and then to persistently follow a proper course of study.

It is futile to expect the average boy or girl of twelve or thirteen years to correctly estimate the relative value of the various subjects of the high school curriculum, and then to lay out for himself the proper course. On the contrary it has usually been found that the average pupil is strongly inclined in his elections, even when he has a definite aim in mind, to choose those subjects offering the least difficulty in preparation, or those conducted by the most popular teacher.

As a matter of fact, the modern high school course fits for some special end. Those that can be recognized by the public school system seem to be four.

1. Preparation for the classical colleges.
2. Preparation for schools and institutes of technology.
3. Preparation for commercial and office work.
4. Preparation for Normal schools, and for purposes of general culture for pupils who intend to pursue no further school work.

Pupils in the first three of these classes, to succeed in the work for which they are aiming, necessarily must be possessed of considerable natural scholastic ability. Those in the fourth class naturally divide into two sub-classes. First ; those who, because of equal ability and because the course is final with them, should pursue a course of equal or greater breadth than the three classes before enumerated ; and, second, those whose

ability is confined entirely to English branches, or in other words, who have no ability whatever in languages. Because of this classification the faculty unanimously recommend the following five courses, believing that not until the present elective system is done away with, and prescribed courses are offered, will the standard of the Punchard school be what we desire to have it.

In connection with these courses the following regulations are intended to be scrupulously regarded.

1. Each year a table of statistics of each member of the entering class, based upon all available information from grammar school teachers, parents and superintendent, showing relative ability in various lines, tendencies, health, etc., will be prepared by the principal before the beginning of the school year. Furthermore, every pupil upon entering Punchard will be assigned to an adviser of the faculty, who shall continue to act in that capacity as long as both remain in the school. It shall be the duty of the adviser, with the advice and consent of the parents, to assign the pupil, upon his entering, to the course best suited to him, so far as that can be determined after considering all the facts in the case.

2. No pupil shall change his course at any time without the consent of his parents, his adviser, and the principal; and then only for sufficient reason.

3. A total of 72 credits for the course shall entitle a pupil to a diploma. In case he has not completed all the credits required in the course he is pursuing, but has attained the 72 necessary for graduation he shall receive a full diploma in a "special" course.

4. Any pupil upon recommendation of his parents and adviser may be allowed to plan any course for five years instead of four. In this case those pupils of any course desiring to do this will be assigned at the beginning of the school year some subject to be postponed until the following year. This five year postponing plan is most strongly urged upon pupils in the classical and technical courses, and is recommended in any course where, on account of immature age, uncertain health or slower mental development at that time, it is deemed unwise for the pupil to do a large amount of home study every day.

**THE PUPIL'S
INDIVIDU-
ALITY**

A matter that the principal and the teachers would impress upon the minds of those parents who are unfamiliar with the policy and workings of the school is this: that every child is at all times considered and treated with due regard to his individuality. A considerable number of parents have gone away from conferences with the principal, honestly surprised that the individuality of their children had been so carefully considered beforehand, and that they had been mistaken in inferring that inflexible rules were at all times applied to every pupil, regardless of age, effort, health and personal peculiarities.

CONCLUSION

In conclusion, the principal desires to express his profound appreciation of the uniform courtesy and hearty support at all times rendered by the faculty and by every member of both the school committee and the Board of trustees, and by the superintendent, and to say that it has been a constant source of inspiration to him in his endeavor to do his duty to the Punchard School.

Heartily,

CHARLES L. CURTIS.

SUPPLEMENTARY REPORT

Prizes for excellence in various subjects were awarded as follows :

The J. W. Barnard prizes for excellence in English composition and delivery, to Alice Winnifred Symonds, a first prize of \$20; to Chester J. Farmer, a second prize of \$12; to Alice Gertrude Kendall, a third prize of \$8.

The Goldsmith prizes for excellence in oral delivery were awarded to Alice Winnifred Symonds and Walter Herbert Thompson.

The M. E. Gutterson prizes for excellence in botany were awarded as follows : Junior prize of \$4 to Alice Gertrude Kendall with honorable mention of Edith Estella Clark and Lucy Ballard Abbott.

The First year class prize was awarded to Florence May Mears, with honorable mention of Margaret Cole, Harold Fairbairn Saunders and Frederick Eaton Cheever.

On June 16 a class of thirteen was graduated. A large number of these have since continued their study in other schools.

The following is the program of graduation :

"Vincit Qui Se Vincit"

PRAYER

MUSIC — "Day is Breaking," *Arr. from Mozart*

SCHOOL

CLASS HISTORY

ETHEL MERTINA EATON

ADDRESS — "Twentieth Century Standards,"

DR. A. E. WINSHIP

MUSIC—"Pack Clouds Away," *Grace Wilbur Conant*

GLEE CLUB

PRESENTATION OF CLASS GIFT

Presentation by HARRY WESLEY DAVIES, 1904

Acceptance by CHARLES BURNHAM WHITE, 1905

CLASS PROPHECY

FLORA BALDWIN LINDSAY

MEMORABILIA

MARY CAROLINE FINDLEY

PRESENTATION OF DIPLOMAS

MUSIC—Class Song,

BENEDICTION

CLASS OF 1904.

Mary Alice Caldwell	Chester Jefferson Farmer
Lucy Shattuck Carter	Mary Caroline Findley
Miriam Clark	William Harnden Foster
Harold Clifford Cole	Flora Baldwin Lindsay
Harry Wesley Davies	Amy May Moulton
Ethel Mertina Eaton	Walter Herbert Thompson
	Emily Bell White

COURSES OF STUDY

I. *CLASSICAL COURSE.

For preparation for college.

FIRST YEAR.		SECOND YEAR		THIRD YEAR.		FOURTH YEAR.	
	Hrs.		Hrs.		Hrs.		Hrs.
English,	4	English,	4	English,	4	English,	4
Algebra,	5	Geometry,	4	Algebra and		French,	4
Greek History,	3	Roman History,	3	Geometry,	4	Greek or	
Latin,	5	Latin,	5	French,	4	German,	4
Drawing,	1	Greek or French,	4	Latin,	5	Latin,	5
				Greek or		Chemistry or	
				German,	4	Physics,	5
Total Hours,	18	Total Hours,	20	Total Hours,	21	Total Hours,	22

II. *TECHNICAL COURSE.

For preparation for technical schools and institutes.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	Hrs.		Hrs.		Hrs.		Hrs.
English,	4	English,	4	English,	4	English,	4
Algebra,	5	Geometry,	4	Algebra and		Amer. History,	4
Botany,	4	French,	4	Geometry,	4	French,	4
Latin,	5	Drawing,	1	French,	4	German,	4
Drawing,	1			Physics,	5	Solid Geometry,	3
				German,	4		
Total Hours,	19	Total Hours,	18	Total Hours,	21	Total Hours,	19

III. COMMERCIAL COURSE.

For preparation for office work and mercantile life.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	Hrs.		Hrs.		Hrs.		Hrs.
English,	4	English,	4	English,	4	English,	4
Business Arith.,	3	Bookkeeping and		Bookkeeping,	4	Typewriting (4),	2
Latin,	5	Penmanship,	5	Typewriting (4),	2	Stenography,	4
Botany,	4	Latin,	5	Stenography,	4	Com. Geography	
Penmanship and		French or Phys.		French or		& Com. Law,	3
Spelling,	2	Geography, †	4	German, †	4	Amer. History,	4
Drawing,	1	Drawing,	1	Drawing,	1	French or	
						German, †	4
Total Hours,	19	Total Hours,	19	Total Hours,	19	Total Hours,	21

IV. GENERAL COURSE.

Intended for purposes of general culture for pupils of good ability, and for preparation for normal schools.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	Hrs.		Hrs.		Hrs.		Hrs.
English,	4	English,	4	English,	4	English,	4
Latin,	5	Latin,	5	Eng. History,	3	Amer. History,	4
Algebra,	5	Geometry,	4	French,†	4	French,	4
Botany,	4	French or Phys.		Latin or Physics		Latin, German	
Drawing,	1	Geography,†	4	or German,	4	or Chemistry,	5
		Drawing,	1	Drawing,	1	History of Art,	1
						Drawing,	1
Total Hours,	19	Total Hours,	18	Total Hours,	16	Total Hours,	19

V. ENGLISH COURSE.

Intended for purposes of general culture for pupils having no aptitude for the languages.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	Hrs.		Hrs.		Hrs.		Hrs.
English,	4	English,	4	English,	4	English,	4
Algebra,	5	Phys. Geography,	4	Eng. History,	3	Amer. History,	4
Botany,	4	Bookkeeping and		Bookkeeping and		Chemistry,	5
Business Arith.,	3	Penmanship,	5	Penmanship,	4	Com. Geography	
Penmanship and		Physiology and		Physics,	5	& Com. Law,	3
Spelling,	2	Astronomy,	4	Drawing,	1	History of Art,	1
Drawing,	1	Drawing,	1			Drawing,	1
Total Hours,	19	Total Hours,	18	Total Hours,	17		18

* Five years advised.

† Second year pupils taking Physical Geography in preference to French will take German instead of French during third and fourth years.

Music and Physical Culture are required in all courses, and together count one hour.

Public Speaking required in all courses and of special students, to count one-half hour.

COMMERCIAL COURSE

FIRST YEAR

COMMERCIAL ARITHMETIC

Three periods a week. Text-book : Wentworth and Hill, with much supplementary work.

Subjects.— Review of fractions and decimals. Profit and Loss. Commission and Brokerage. Insurance. Taxes and Duties. Interest. Discount. Partial Payments. Compound Interest. Stocks. Averages. Rapid Calculation, both oral and written.

PENMANSHIP AND SPELLING

Two periods a week. Eighteen common words dictated, followed by work based on Williams and Rogers' "Modern Business Penmanship." Aim : to develop a free-hand, legible, rapid hand-writing.

SECOND YEAR

BOOKKEEPING AND PENMANSHIP

Five periods a week. Text-book throughout the course : Williams and Rogers' "Modern Illustrative Bookkeeping." The pupil is first taught simple journal entries, posting, trial balances, statements, and closing of the ledger. He then keeps the books for two men, one in the Hay and Grain business, and the other in the Tea and Spice business. His second employer takes him into partnership. In these sets he receives invoices, orders, checks, has an account at the bank, makes out bills, discounts commercial paper, and enters all transactions in the proper books ; in fact does all the work as required in a business office. Having kept these books in double entry, he does a set in single entry.

THIRD YEAR

BOOKKEEPING

Four periods a week. The pupil keeps a Commission Set, Dry Goods Set, and then does the work for a Shoe Manufacturing Corporation. These different sets illustrate the loose-leaf ledger system, the voucher system, and the different variations in books used.

SHORTHAND

Three periods a week. Text-books: Gregg Shorthand Manual, and Miller Dictation Book. Much supplementary matter too is used. The scholars first learn the principles, and then begin to read "Miller," a compilation of business letters and short essays in shorthand. They also begin to take dictation.

TYPEWRITING

Four periods a week. Drill on words from the Van Sant Exercise Book, followed by copying of letters and other matter, and tabulating.

FOURTH YEAR

SHORTHAND

Four periods a week. Review of the principles, reading of shorthand and dictation of business letters, essays and other matter likely to broaden the vocabulary and prepare the student for work in any line of business. The pupil should be able to take dictation at one hundred words a minute when he graduates.

TYPEWRITING

Four periods a week. It is desired to correlate it as much as possible with the shorthand. Work is put on the machine directly from shorthand notes. More difficult matter is copied, special attention being paid to form; and much dictation directly on to the machine is given.

The typewriting for the school and for the special teachers is done by this advanced class.

Respectfully submitted,

ALICE A. BROWN.

DRAWING TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

Drawing is related to all other subjects in the school course, as a means of ready expression of individual thought and feeling. No more powerful influence can be brought to bear in the development of thought, than the action which comes from observation, from study, and expression.

The work in drawing must be studied most carefully by the grade teacher. The style of the teacher's work has much influence upon the pupils, and only by careful work on the part of the teacher, is it possible to obtain the best results which the pupils are capable of producing. Pupils will advance only as the teacher can guide them. Young teachers need to make careful preparation in their work.

The duty of the drawing teacher is to present the subject matter clearly, making the work interesting and inspiring, and guiding teachers and pupils, so as to make possible the work of a high standard.

The fall term was devoted to work in water color, painting flowers, fruits and vegetables, and the results were quite satisfactory. In December an exhibition of the work of the fall term was hung in the School Committee's room.

The work of the winter term consists of object drawing, pencil and water color work from the figure, the study of design in balance and rhythm, worked out in tones of gray or water colors.

One artist is studied in each grade, and Egyptian and Greek art is studied in the upper grades.

In the primary grades much time has been given to illustrative work, trying to foster original spirit, and carrying their ideas out in crayon and brush.

In the Punchard School the time allowed the drawing is inadequate. About three-fourths of the pupils attending school take drawing, and now only forty minutes once a week is given to the subject. Two periods once a week should be given in this department.

During the past term much attention has been given to the study of design, and these designs have been worked out in different materials. The freshmen designed picture frames, and worked them out in color, pyrography and carving. The sophomore class made brass lamp shades; the junior class blotters, and the senior class book racks.

Another term leather carving and work in metal will be carried on in the junior and senior classes.

Much interest has been manifested in the subject, and the thoughtful earnest work on the part of the pupils has made it very pleasant.

I wish to thank the School Committee and Superintendent, for the generous supply of material furnished the schools this year, to carry on the work and the teachers for their hearty co-operation.

Respectfully,

KATHERINE D. WHITMAN.

COOKING AND SEWING REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

I herewith have the honor of submitting the following report of the work in cooking and sewing.

The branches of manual training of which I have charge are now being taught in your schools for the third year. The course in cooking is practically the same as that of last year. On account of the large ninth grade, one extra class has been necessary. The importance of home work cannot be over-emphasized, and it is hoped that all parents will cooperate in this most necessary part of the work. The new set tubs which were provided last fall have been a daily convenience. Running hot water will be the next step in the improvement of our equipment.

Sewing is taught in the fourth and fifth grades. The first year, the very limited time is spent in teaching the simple sewing stitches on two samplers, and in making an apron without gathers. The second year each pupil makes a dusting cap and pillow case, learns button hole and blanket stitch, and the sewing on of buttons. The quicker pupils also match stripes and make patches. In the country schools, where sewing is taught in all the grades, the girls who are taking sewing for the third year, are working on hemmed in and over sewed patches, stocking and cashmere darns.

Respectfully submitted,

BESSIE PUNCHARD GOLDSMITH.

REPORT OF DIRECTOR OF PHYSICAL TRAINING

Mr. Corwin F. Palmer, Superintendent of Schools :

The Physical Training of the children of Andover has continued this year with the same aim in view as that expressed in my report of last year, viz : — the study of the condition of the child, and an earnest effort to improve that condition.

This year the sight and hearing of children who seem defective in that respect will be tested. Accordingly each school has been provided with a card of test type, also a card for astigmatic tests. The following blank will be printed and filled out for each child who shows any evidence of defective sight or hearing.

Name.....	Age
Grade.....	Date.....
General conditions of health.....	
General appearance of eyes (normal, red, watery, or discharging material thicker than water.).....	
General appearance of eyelids (normal, red, swollen, or covered with crusts.)	
Eyes ache after use.....	
Headache.....	Squint.....
Distant vision (20 ft.) :	
Right eye	
Left eye	
Distant vision with glasses if worn (20 ft.) :	
Right eye.....	
Left eye	
Astigmatism :	Color sense.....
Right eye.....	
Left eye	

HEARING

Hearing — Watch, inches : Earache.....
 Right ear..... Discharge from ear.....
 Left ear..... Mouth breather.....
 Date of notice to Parent or Guardian.....

RESULTS

.....EXAMINER.

The parents will then be notified if the child's sight or hearing, or both, is sufficiently defective to interfere with his school work, Nervousness and misbehavior in school are many times due to eye strain, and it is most important that this matter be carefully investigated.

The following is a copy of the notice sent to parents : —

SIGHT AND HEARING TEST

.....School,, 190 .

To Parent or Guardian : —

The examination of sight and hearing has shown that.....
 is sufficiently defective in... ..to seriously interfere with.....
 progress.

The correction of such defects is so important that they should be attended to at the earliest possible time. If you are in doubt whom to consult, your family physician will be able to advise you.

The Director of Physical Training, who made the examination, will be pleased to give further information if desired

.....PRINCIPAL.

[This slip should be filled out by the physician, and returned to the teacher.]

I have examined the..... of.....

RECOMMENDATIONS

.....

.....M. D.

I would earnestly recommend that the school buildings be swept oftener; the floors in some of the schools are very dusty, and there is a decidedly dusty atmosphere after gymnastic work. "Dirt," to quote Professor Sedgwick of the Massachusetts Institute of Technology, "and disease are apt to go together, but until lately no one knew why. Today we know that dirt and disease are often closely connected, because dirt is generally not merely dead earth but rather a kind of *living earth*, crowded with unseen and almost countless *germs* or *microbes*, some of which are dangerous and even deadly."

That dust constantly breathed in injures the throat and lungs is a well known fact, and that its irritating particles cause colds and catarrh is also known.

A school room should not be in such a condition that as early in the week as Tuesday the teacher's skirt is a mass of dust if she stoops down and allows it to touch the floor. I would suggest that the school buildings be swept thoroughly with damp sawdust or something of that nature, to help remove the dust, at least three times a week, every day would be better and more hygienic.

I have observed that quite a number of children remain indoors at recess time, staying in the school room or in the basement. If the sun is shining brightly, even though the air is cold, it is much better for the children to have a run out of doors than remain in a school room, thus giving the teacher no opportunity to properly air the room, or in the basement where there is no good ventilation. I would urge both teachers and parents to encourage the children in every possible way to go out of doors when the sun shines. Fresh air and outdoor exercise never makes children ill, if they are properly clothed.

This is the season of rubbers and rubber-boots, and there are many children who wear them all day in the warm room. This habit makes the feet very sensitive, causes them to become damp with perspiration and then when the rubbers or boots are removed the children take cold. Each child should be obliged to remove his rubbers or boots, and each child wearing rubber-boots should bring slippers or shoes of some kind to wear during school hours.

I urge this so strongly because the frequent colds among the children cause bad cases of catarrh and many times result in trouble with the ears and throat.

Physical Training has been given to over thirty girls a week at the Punchard School. I would suggest that jumping-standards be provided for that school, also a bar for gymnastic and corrective work.

I would repeat my recommendations made in the report of last year. The light apparatus asked for for the Stowe, Bradlee and Indian Ridge Schools would be very inexpensive, and would add greatly to the interest in the work, and also would provide another means of development both physically and mentally.

Respectfully submitted,

EDNA P CARRET.

MUSIC TEACHER'S REPORT.

Mr. C. F. Palmer, Superintendent of Schools :

DEAR SIR :— During the past year in addition to the regular work prescribed in the course of study, we have made special effort to develop in the children, particularly in the lower grades, an interest in original composition.

The ability of the children in this direction is wonderful—so far, it has already awakened a new attitude towards the music work of the school-room and it is sincerely hoped, if this can be continued along the grades, that much of the rightly-called drudgery of our present methods of teaching may be eliminated and a new interest among both pupils and teachers may be established. The invaluable love for poetry is here the first essential since it is through poetry that one's consciousness of music is aroused ; in other words poetry is the initiative to song.

After deciding upon some subject chosen by the children, possibly "Jack Frost," or "Snowflakes," we talk about it with the class in every way to arouse among all interest in this one subject. We draw from them what they know of its nature, use and beauty and try to lead different ones to express some thought that he may have regarding it in poetic form. This is not so difficult as it would seem and the success thus far has been remarkable. When some thought has been expressed in music, which is the next step, the pleasure of the children is hardly less than that of the teacher.

This is what we hope to do towards expanding the grade work—then comes the question of the High School.

When the pupils enter the High School they are able to read moderately difficult music at sight, they have a fair idea of tone quality and generally a love for song.

We find use for all this knowledge in our regular chorus work, which we vary often with a special chorus of those who are particularly fond of singing, and at present with a boys' glee club which has recently been organized.

While these add variety and stimulation to the general chorus singing, they do not add anything to the music education of the High School pupils.

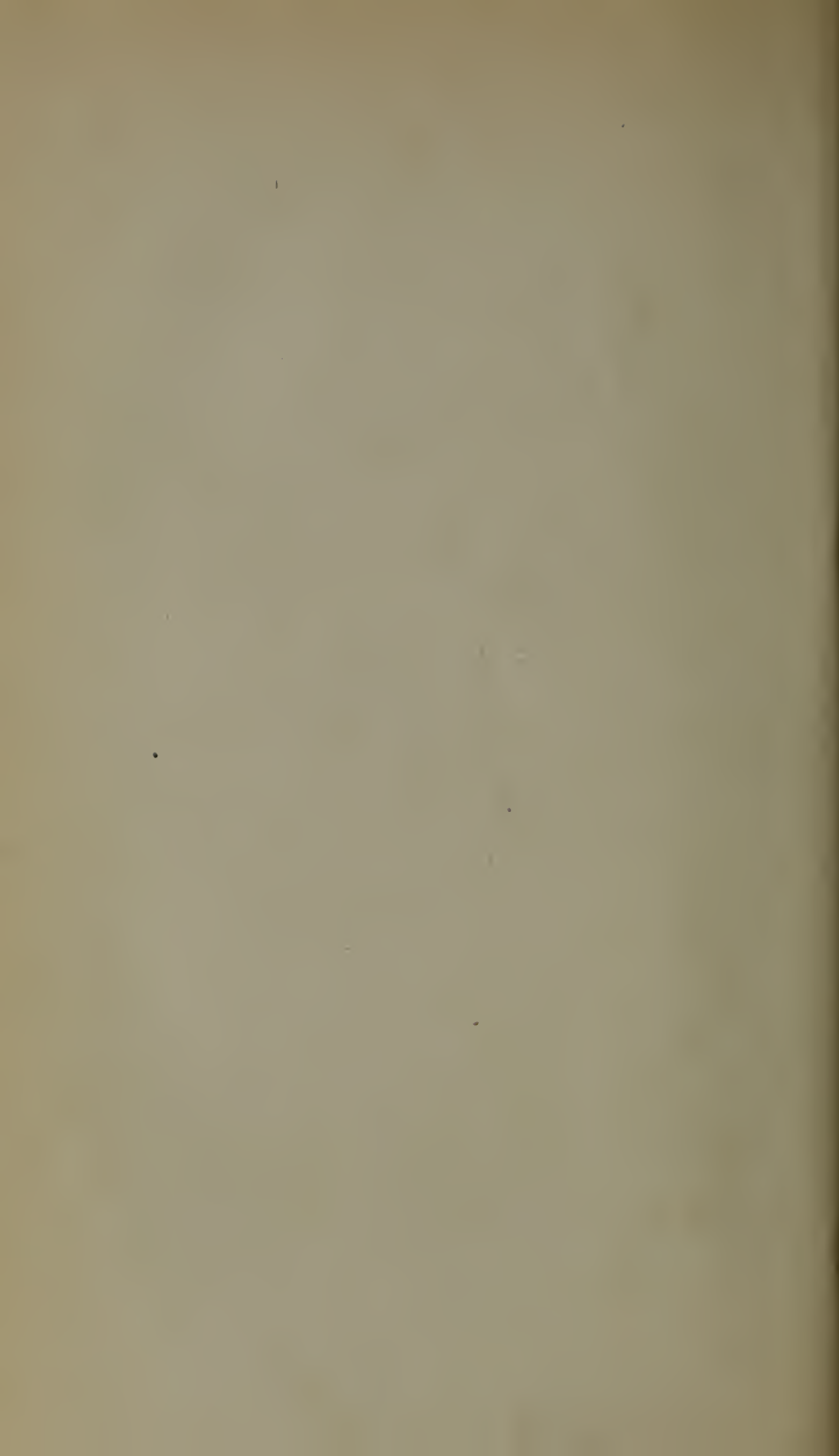
Many of our pupils have no special ability for singing but would be greatly interested in and helped by a course of study in the lives of our great composers, and could at least be taught to appreciate their methods of expression so that they could listen to and enjoy music intelligently.

Many of the best things in life are learned through music but not necessarily by those who are able to sing or to perform upon some instrument, but often by those who are able only to listen.

Since there are so many pupils in the High School who are especially interested in music and many more who would be if the right means of approach could be found, it is my desire that at least one class be organized for these pupils and added to the work of next year.

Respectfully yours,

ELIZABETH HOAR.



TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1905

ANDOVER, MASS.
THE ANDOVER PRESS
1906

SCHOOL COMMITTEE

COLVER J. STONE, <i>Chairman</i>	.	.	Term expires 1908
1 Locke Street			
CHAS. H. SHEARER,	.	.	Term expires 1906
16 Abbot Street			
GEORGE T. EATON,	.	.	Term expires 1906
73 Bartlet Street			
CHARLES W. CLARK,	.	.	Term expires 1906
23 Summer Street			
MRS. ELLA S. MORRILL,	.	.	Term expires 1907
West Parish			
MRS. L. A. WILSON,	.	.	Term expires 1907
Ballardvale			
WILLIAM A. TROW,	.	.	Term expires 1907
Frye Village			
THOMAS DAVID,	.	.	Term expires 1908
61 Red Spring Road			
BURTON S. FLAGG,	.	.	Term expires 1908
27 Bartlet Street			

Secretary and Superintendent

CORWIN F. PALMER, 94 Main Street

Indian Ridge, Bradlee, and Richardson

MRS. L. A. WILSON,

THOMAS DAVID,

WILLIAM A. TROW.

West Centre, North, Bailey, and Osgood

MRS. E. S. MORRILL,

CHARLES H. SHEARER,

BURTON S. FLAGG.

TRUANT OFFICERS

HERBERT L. WHITE, Argilla Road.

ELMER H. SHATTUCK, Ballardvale.

COMMITTEE MEETINGS

The first Tuesday evening of each month, at half past seven, at
the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8 — 8.30 A.M. ; 4 — 5 P.M.

Also on Tuesdays and Fridays, 7 — 7.30 P.M.
at School Committee's rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bells and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning there will be no session of the Punchard School. When the signal is given at 8 A.M. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M. these grades will have no session in the afternoon.

CALENDAR FOR THE SCHOOL YEAR, 1905-6

FALL TERM

Begins September 11, 1905 . . . Ends December 15, 1905

WINTER TERM

Begins January 1, 1906 Ends April 6, 1906

SPRING TERM

Begins April 16, 1906 Ends June 22, 1906

FALL TERM

Begins September 10, 1906 . . . Ends December 14, 1906

TERM-TIME HOLIDAYS

February 22, April 19, May 30, Thanksgiving Day and the day following.

JANITORS

Punchard, Stowe and John Dove Schools	HERBERT L. WHITE
Indian Ridge School	JAMES A. EATON
Bradlee School	HERBERT CLARKE
Richardson School	DAVID GORDON
West Centre School	EDWARD F. ABBOTT
North School	JAMES E. MCGOVERN
Bailey School	W. D. FLETCHER
Osgood School	JOSEPH BOURDELAIS

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1905,	1,211
Increase since 1904,	31
Number of children between seven and fourteen years of age,	891
Increase since 1904,	10
Number of children fourteen years of age,	110
“ “ thirteen “	121
“ “ twelve “	121
“ “ eleven “	123
“ “ ten “	110
“ “ nine “	108
“ “ eight “	138
“ “ seven “	111
“ “ six “	140
“ “ five “	129

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school-houses and lots,	200,000
Estimated value of books and apparatus,	4,800

III. SCHOOL BUILDINGS.

Number of school buildings,	11
Number of rooms,	41
Number of rooms not occupied,	1

IV. TEACHERS.

Whole number of teachers,	45
Number of principals of buildings,	7
Number of kindergarten teachers,	3
Number of special teachers,	5

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 23, 1905.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership.	Average Attendance.	Per cent. of Attendance.
Punchard	High	Chas. L. Curtis George W. Low Grace Lina Burt Alice A. Brown Susan L. Austin Blanche S. Jacobs Florence E. Bailey	119	160.4	98.2	95
Stowe	IX	Anna E. Chase	50	46.	43.	94
	VIII	Lillian S. Adams	50	44.5	42.	94
	VII	Grace Hill	54	46.3	42.3	91
	VI	Gertrude J. Green	55	51.7	47.2	91
	V	Carolyn A. Dean	54	51.6	46.5	89
John Dove	V-IV	Ida E. Jenkins	42	35.	32.2	92
	IV	Annie M. Downes	54	45.1	41.4	92
	III	Alice S. Coutts	46	42.8	35.5	90
	III-II	Mary E. Milligan	50	44.9	40.3	90
	II	Jennie S. Abbott	42	36.	32.	89
	I	Adèle H. Duval	39	34.9	30.2	86
	I	{ Marion Paine Marie Howard	39	35.3	30.7	81
Indian Ridge	Kind'r'g't'n	{ Evelyn P. Reed Mary E. Scott	66	50.8	45.7	90
	VIII-VII	Marcia Richards	35	31.	29.	92
	VI-V	Alice Turner	43	39.7	36.3	91
	IV	Jean A. Birnie	26	21.7	20.	92
	III-II	Ethel R. Coleman	42	34.9	32.9	91
	I	Helena M. Lindsay	24	20.8	18.6	89
Bradlee	Kind'r'g't'n	{ Florance M. Prevost S. Elizabeth Dodson	33	22.9	20.4	90
	IX-VIII	Clara A. Putnam	26	22.7	21.2	93
	VII-VI	Mabel Ann Richardson	29	26.1	24.7	95
	V-IV	Cecilia A. Kydd	35	31.7	30.1	95
	III-II	{ Marie Howard Ruby S. Copeland	29	29.	27.8	94
	I	Florence I. Abbott	31	22.7	20.3	89
	Kind'r'g't'n	{ Florance M. Prevost Mary E. Scott	23	15.6	13.7	88
Richardson	III-I	Helen W. Battles	45	34.	33.	97
	VI-IV	Caroline J. Burt	27	25.	24.	96
West Centre	I-IX	Emily F. Carleton	42	33.8	29.5	87
North	I-VII	Mabel S. Robinson	27	24.9	23.2	93
Bailey	I-VIII	Julia A. Brine	24	21.3	19.1	90
Osgood	I-IX	Anne J. Caton	33	28.9	26.8	93
			1334	1152	1057.8	91

LIST OF TEACHERS

Corrected Feb. 1, 1906.

PUNCHARD SCHOOL

NAME	P. O. ADDRESS
Charles L. Curtis, Principal,	45 Bartlet Street
<i>Greek and Latin</i>	
Clarence L. Barton,	45 Bartlet Street
<i>Sciences</i>	
Grace Lina Burt,	Lowell Street, R.F.D. No. 1
<i>Mathematics</i>	
Alice A. Brown,	173 Main Street
<i>Commercial Branches</i>	
Susan L. Austin,	1 Locke Street
<i>History</i>	
Blanche S. Jacobs,	54 Whittier Street
<i>English Literature and Composition</i>	
Phoebe L. Hosmer,	45 Bartlet Street
<i>French and German</i>	

STOWE SCHOOL

GRADE	NAME	P. O. ADDRESS
IX	Anna E. Chase, Prin.,	R. F. D. No. 1, Lowell
VIII	Grace Hill,	67 Bartlet Street
VII	Caroline J. Burt,	Lowell Street, R.F.D. No. 1
VII, VI	Ethel R. Coleman,	42 Chestnut Street
VI	Gertrude J. Green,	50 Whittier Street
V	Carolyn A. Dean,	104 Main Street

JOHN DOVE SCHOOL

IV	Annie M. Downes, Prin.,	Elm Square
V - IV	Ida E. Jenkins,	54 Whittier St.
III	Alice S. Coutts,	34 Maple Avenue
III, II	Mary E. Milligan,	94 Main Street
II	Jennie S. Abbott,	Upland Road
I	Adèle H. Duval,	Whittier Street, cor. Summer
I	Marie Howard,	115 Main Street
Kindergarten	Evelyn P. Reed, Prin.,	23 School Street
	Mary E. Scott, Asst.,	Ballardvale

INDIAN RIDGE SCHOOL

VIII, VII	Susan A. Ryan, Prin.,	13 Chestnut Street
VI, V	Alice Turner,	50 Whittier Street
IV, III	Jean T. David,	61 Red Spring Road
III, II	Helena Lindsay,	11 Washington Avenue
I	Florance M. Prevost,	67 Bartlet Steet
Kindergarten	S. Elizabeth Dodson,	40 Haverhill Street

BRADLEE SCHOOL

IX, VIII	Clara A. Putnam, Prin.,	Frye Village
VII, VI	Charlotte A. Holt,	Scotland District
V, IV	Cecilia A. Kydd,	22 Cuba Street
III, II	Ruby S. Copeland,	Ballardvale
I	Florence I. Abbott,	Upland Road
Kindergarten	Mary E. Scott,	Ballardvale

RICHARDSON SCHOOL

III - I	Helen W. Battles, Prin.,	31 Lowell Street
VI - IV	Jean A. Birnie,	67 Poor Street

WEST CENTRE SCHOOL

Emily F. Carleton,	R. F. D. No. 1
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NORTH SCHOOL

Mabel S. Roblnson,	128 So. Broadway, Lawrence
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LIST OF TEACHERS

11

BAILEY SCHOOL

Julia A. Brine,

R. F. D. No. 1, Lowell

OSGOOD SCHOOL

Edna L. Merrill,

R. F. D. No. 1

SPECIAL TEACHERS

Drawing — Katherine D. Whitman,

67 Bartlet Street

Music — Elizabeth Hoar,

134 Main Street

Physical Training — Edna P. Carret,

11 Ruthven Street, Roxbury

Amy L. Stork,

134 Main Street

Sewing and Cooking — Bessie P. Goldsmith, 60 Elm Street

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover :

Your School Board herewith submits the following report of the work accomplished during the year 1905.

INDIAN RIDGE SCHOOL

For several years the Indian Ridge School has not been properly heated. The three furnaces heretofore in use have proved inadequate to do the work required of them, although reënforced by an auxiliary boiler. At the request of your Board, Mr. Michael Walsh of this town made a careful examination of the furnaces and boiler and reported that their condition was such that the cost of repairing would be prohibitive, and that if repaired satisfactory results could not be obtained. In his report he recommended that a steam plant be installed.

The situation at the Indian Ridge School imperatively demanding it, the Board determined to install a heating plant which would satisfactorily heat the building. Accordingly in the summer bids were called for and the contract was subsequently awarded to Rutter & Company of Lawrence, their bid being \$1770.00. Under the terms of the contract there was a guarantee that the plant should heat the entire building to the complete satisfaction of the Board, and that in its installation the laws of the Commonwealth governing school buildings should be strictly complied with. The Board is satisfied that this guarantee has been lived up to fully.

CENTRAL HEATING PLANT

The Board is more and more convinced that the town acted wisely when it voted to install a central heating plant. This year it has had a fair test, and to any fair-minded man who has taken the time to inform himself as to conditions existing before and since its installation, it cannot but have demonstrated its value. Prior to the installation of the central heating plant the Stowe, John Dove and Punchard Schools were never prop-

erly heated, the temperature being rarely if ever uniform. Now in every room in these buildings the temperature is uniform — a fact of great significance as affecting the health of the pupils.

SCHOOL HOUSES

Owing to the recent policy of the Board the school houses are in an excellent state of repair, and for the most part are well equipped to carry out the purposes for which they were intended. We do not anticipate that they will require any large expenditures of money for some time to come.

COMMITTEES

To obtain the best results it has been necessary that the Board appoint several sub-committees, and it is to the work of two of these that we desire especially to call your attention. The Auditing and Advisory Committee meets several times a month, not only to audit bills but also for the purpose of considering questions vitally affecting the best interests of the schools. Their suggestions and recommendations have been of great assistance to the Board, and many of them have been adopted. Under its supervision a new set of by-laws has been drawn up which the Board voted to adopt, the same to go into effect at the first meeting in March.

Another sub-committee, upon whom rests the greatest responsibility, is the Teachers' Committee, whose duty it is, among others, to examine teachers as to their qualifications and to recommend them for election to the full board. How faithfully and conscientiously this committee has performed its duties is conclusively shown by the excellent results which we are obtaining in our schools today.

FINANCIAL STATEMENT

For the better information of the public we present the following financial statement for the year ending December 31, 1905:—

	<i>Receipts.</i>	<i>Expenditures.</i>
<i>Schools</i> . . . Appropriation,	\$30,000 00	\$29,799 28
	Tuition,	45 00
<i>School-houses</i> . . . Appropriation,	2,500 00	2,762 20
	Sale of desks,	17 00
<i>Books and Supplies</i> Appropriation,	2,000 00	1,999 80
Total Receipts, . . .	\$34,562 00	
Total Expenditures, . . .	34,561 28	
Unexpended Balance, . . .		72
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Total current expenses for the year,		\$32,669 30
Per capita cost, based upon average number belonging,		30 00
Total current expenses, Punchard School,		7,789 70
Per capita cost,		77 58
Total current expenses, Punchard High School, derived		
from taxation		5,339 70
Per capita cost,		53 18
Total current expenses of the elementary schools (those		
below the high school)		27,329 60
Per capita cost		25 99
Per cent. of current expenses of schools to whole amount		
expended by town,		24
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SCHOOLS

Teachers and Supervision	\$23,320 60
Janitors	2,149 48
Coal	*2,562 32
Wood	126 63
Transportation	1,279 29
Carriage hire	121 00
Telephone	40 35
Truant Officers	40 00
Taking census	40 00
Miscellaneous	119 61
Total expenditures	\$29,799 28
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* Includes \$1164.72 for coal consumed the preceding year.

SCHOOL HOUSES

BUILDINGS	Permanent Improvements	Ordinary Repairs
Central Heating Plant	\$375 94	\$15 38
Punchard	176 53	59 28
Stowe		44 05
John Dove	25 07	92 74
Indian Ridge	791 59	32 87
Bradlee	28 46	185 67
Richardson	302 90	17 10
West Centre.	73 16	47 79
Bailey	64 03	18 07
Osgood		1 80
Totals	\$1837 68	\$514 75

GENERAL EXPENDITURES	Equipment	Maintenance
Rent of kindergarten rooms	\$	\$15 00
Part purchase of piano	20 00	
Tuning and rent of pianos		25 50
Toilet-room fixtures	34 20	
Toilet paper		13 67
Gas—cooking school and chemical laboratory		10 35
Electricity—Punchard		52 50
Floor dressing		29 20
Floor brushes		15 00
Expressage		32 12
Miscellaneous supplies		162 23
Totals	\$54 20	\$355 57

Buildings—

Permanent improvements	\$1837 68
Ordinary Repairs	514 75
General expenditures—	
Equipment	54 20
Maintenance	355 57
Total expenditures	<u>\$2762 20</u>

BOOKS AND SUPPLIES

	High School	Elementary Schools
Text Books	\$296 70	\$666 53
Reference Books	41 39	27 06
Maps	40 60	9 50
Stationery	93 57	139 42
Drawing	104 96	118 15
Music	34 81	7 06
Shorthand and Typewriting	22 17	
Book-keeping	37 86	
Cooking		26 77
Sewing		11 91
Kindergartens		61 25
Miscellaneous	39 18	23 87
Totals	\$711 24	\$1091 52

High School,	\$ 711 24
Elementary Schools	1091 52
Total	\$1802 76

GENERAL EXPENSES.

Printing	\$74 55
Expressage	26 94
Office Supplies	5 64
Duplicator Supplies	18 05
Stereopticon Supplies	12 15
Pencil Sharpeners	6 20
Waste Baskets	4 50
Call Bells	2 70
Ink Stands	3 50
Blackboard Crayons	4 42
Miscellaneous	38 39
Total	\$ 197 04
Total expenditures	\$1999 80

The Board is pleased to report that the appropriations recommended for school work for the year 1906 are considerably less than those for 1905, the apparent excess in the case of schoolhouses being due to the fact that the greater part of the expense incurred in making the changes at the Indian Ridge School last summer must be met out of this year's appropriation. As to the regular appropriations for school work, the Board recommends the following:—

For schools,	\$29,500.00
For school-houses,	2,800.00
For school books and supplies,	2,000.00

Respectfully submitted, for the Board,

COLVER J. STONE, *Chairman.*

SUPERINTENDENT'S REPORT

To the School Committee of the Town of Andover :

I have the honor of presenting to you this, my fifth annual report of the schools under your charge.

The year has not been marked by any unusual events to chronicle. The plans of preceding years have been matured and perfected and, when experience has warranted it, some changes have been made.

TEACHERS

Comparatively few changes have occurred in our teaching force. This is in a measure due to the wise principle to which the Board has committed itself of abandoning the so-called maximum salary rate. The salaries of teachers are determined by the quality of service rendered and not by the number of years they have been in the employ of the town. A teacher who does not improve with years should not be encouraged to remain in the profession. Teaching must be regarded as something more than a means of earning a living. It may be said that a person who does not show sufficient improvement to justify an increase in salary should be dropped. Theoretically that is true, but in practice it is often inadvisable. Perhaps the teacher has not had a sufficient opportunity to show what she can do and should be given a further trial. Then it is often not a question of the best teacher for the place, but the best teacher available — a question of alternatives. There are not enough good teachers in the country to supply the demand, far from it; while teachers who may be rated excellent are very scarce, and fortunate is any community that can secure superior teachers for even a considerable minority of its children. In the last analysis the question of good teachers then becomes largely one of the salary the community is able or willing to pay. In this as in other matters, the citizens of any community if they use fair business sense, will get just about what they are willing to tax themselves for. There are some towns and cities that allow neighboring places to skim the cream off their teaching force annually, when

by the judicious expenditure of a comparatively small additional sum they might retain these teachers in their employ. I say judicious expenditure, for if the additional sum is distributed pro rata among the force very little good will be accomplished. It should all be paid to the best teachers, those now underpaid and whom the schools cannot afford to lose, and whom they cannot reasonably expect to retain when their services are in urgent demand elsewhere at larger salaries. There are few places where there are not a number of persons employed in the schools who are paid all their services are worth, some who are overpaid. An excellent teacher is always underpaid, a poor one is dear at any price.

Pres. Carroll D. Wright, as chairman of a committee appointed by the National Educational Association on teachers' salaries, has recently made a report from which it appears that in only four cities in the United States do the women who teach in the public schools receive a larger salary than that paid the street cleaners, namely Chicago, Washington, Columbus, Ga., and Meridan, Miss. In the last two cities the street cleaners are colored while the teachers are white, which accounts for the discrepancy.

Some teachers begin to deteriorate as soon as they feel that they have obtained permanent positions. Everyone who desires to succeed in the profession must expect to be a constant student not only of the science of education, and be ever alert to improve her methods, but she must keep up some line of academic study having more or less direct bearing upon her work. Teachers often complain that the duties of the classroom are so exhaustive as to leave them no time or strength for study. The objection is not well grounded. It is true their work is fatiguing, but it is none the less true that reading and study along well-chosen lines affords a relief from the tedium of the schoolroom, and by broadening the mental horizon enables the teacher to view her work from a better point of vantage and to approach it with a clearer insight, which relieves it of its most perplexing and wearisome features.

There are teachers (I certainly do not refer especially to Andover) who continue to teach subjects like geography and history for years with a very superficial and fragmentary knowl-

edge of the same. Their study of these subjects is confined almost exclusively to the elementary text-books with which their pupils are supplied.

Every teacher who has a desire to grow in her profession, and rescue herself from the drudgery of mere school-keeping, should each year plan at least two distinct lines of reading, study and investigation determined by her own individual tastes and needs. One may be academic, while the other should touch the professional side. I have thought it worth while to append to my report a list of the later books for teachers which I have found helpful and can recommend. All of these books are worth the reading by intelligent persons interested in the education of their own or other people's children.

CHANGES IN THE TEACHING CORPS

Miss Florence E. Bailey, teacher of French and German in the Punchard School, resigned in the summer vacation, and Miss Phoebe L. Hosmer, of Orange, was elected in her stead.

Miss Marcia Richards declined her re-election as principal of the Indian Ridge School in the early summer, and Miss Susan A. Ryan, of Milford, Mass., a teacher of a number of years' experience there and a graduate of Framingham Normal School, was chosen to fill the vacancy.

Miss Mabel A. Richardson, teacher in the Bradlee School, asked to be relieved of her position at the beginning of the fall term, and Miss Charlotte Holt, of this town, for several years past teacher at Milford, N. H., was elected to fill the vacancy.

Miss Lillian Adams, Grade VIII, Stowe School, declined a re-election, and Miss Grace Hill was advanced to the position. Miss Caroline Burtt was transferred to the Stowe, Grade VII, from the intermediate school at Frye Village, and Miss Jean Birnie was transferred from Indian Ridge School to the Richardson School to take her place. Miss Jean David, of Andover, who had been teaching in Putnam, Conn., took Miss Birnie's place at Indian Ridge.

To make room in the Stowe School for an additional room of sixth and seventh grade pupils, the combined fourth and fifth grade school, with Miss Ida E. Jenkins as teacher, was transferred to the John Dove building. Miss Ethel R. Coleman was trans-

ferred from the Indian Ridge to this new room at the Stowe. One of the first grade rooms, with Miss Marie Howard as teacher, was transferred to the new building to make room for Miss Jenkins' school.

Miss Helena M. Lindsay was transferred from Grade I at the Indian Ridge to Grades II and III, taught previously by Miss Coleman.

It was found that the number of children in the West Centre School had increased to about fifty, and it was deemed advisable to fit up the unoccupied room there and employ an additional teacher. Miss Lola Murch, of Andover, a graduate of Castine Normal School, with several years' experience elsewhere, was elected to teach the four lower grades, while Miss Carleton continued in charge of the upper grades. This arrangement has much improved conditions in this district, and is in line with our policy to keep the number of pupils in schools of mixed grades at approximately twenty-five, as being, all things considered, best for the individual pupil. A much smaller number results in an atrophied, lifeless condition, while a number much larger places too great a burden upon the teacher, and the individual cannot receive that personal attention he needs.

The number of teachers employed in our kindergartens heretofore, and the resultant expense involved, did not seem justified by the number of children in attendance. This was especially true at Ballardvale, and to a less extent at Abbott Village. Consequently the number of teachers was reduced to three, and Miss Florance Prevost, who had for a number of years had charge of the kindergartens in these two schools, was given charge of Grade I at the latter school.

This financial adjustment having been made, two others of an educational nature seemed highly desirable. First, that the kindergarten work be systematized and more distinctly outlined and unified; and second, that a closer articulation be made between the kindergarten and the first grade. Kindergartners generally are too much inclined to hold themselves aloof and apart and to revolve around in little orbits of their own outside the school system, while first grade teachers, knowing nothing or very little about kindergarten principles and practice, are too

much given to make disparaging remarks in regard to the kindergarten trained child.

The kindergartner will be more successful if she familiarizes herself with the work of the first grade. On the other hand the first grade teacher would be much benefitted by kindergarten training. The State Normal School at Lowell goes even farther than this, by insisting that every graduate from that institution shall take a course in kindergarten principles and practice.

The time has gone by when a school is to be regarded only as a place for the study of books, and yet I fear there are not a few people in every community who still are unreconciled to the idea that a child can be at school in the proper sense when he is not studying a book.

Three hours a day would be better than five for first grade children. It is a wrong to confine the physical activities of a little child of five or six to the limits of a school desk for five hours a day. All of reading, writing, language and number work which a first grade child should know, can be better taught in three hours than in five. It would be far better to divide a school of forty such children into two groups, one half of whom should attend in the forenoon and the other in the afternoon. Then the teacher would be relieved of much of the so-called busy work which has no educational value, because it cannot be done under the supervision of the teacher.

Primary schools need a larger infusion of the kindergarten spirit, and their manual and educative desk work should be predicated upon the work which every child ought previously to have done in the kindergarten.

Accordingly it seemed wise to give to one person a certain supervisory influence over all the kindergartens and over the kindergarten work in the first grade. Miss Evelyn P. Reed, in addition to being principal of the John Dove kindergarten, was given this position. Those at the Bradlee and Indian Ridge Schools were placed in charge of Misses Mary E. Scott and S. Elizabeth Dodson respectively. In these last-mentioned schools the first grade unites with the kindergarten in the songs, games, and marches. In the afternoon of each alternate day, Miss Dodson assists the first grade teachers of the John Dove School in these same features of kindergarten work.

The manual exercises of the first grade have been systematized and brought into closer articulation with the kindergarten. These consist of a carefully graded course in kindergarten occupations, notably weaving, cutting, pasting, folding, and sewing.

For the kindergarten a uniform course has been outlined, covering the first year's work, embracing the morning talks, songs, games, marches, gifts, and occupations. A typewritten copy of this course is in the hands of each kindergartner.

The first grade teachers are also actively co-operating with the kindergartners in furthering the objects of the mothers' clubs.

While conditions this year have interfered somewhat with the entire success of these plans, the wisdom of the change, to my mind, has been abundantly demonstrated. Under present arrangements conditions must eventually improve greatly in these two lowest grades of our school system.

DEATH OF MISS GREENE

Miss Jessie B. F. Greene, for many years a teacher in the public schools, died at her home in Ballardvale, January 29, after a lingering illness. She was devoted to the work of teaching and retained her enthusiasm and cheerful disposition to the last.

NINTH GRADE PROMOTIONS

In June fifty-seven children were graduated from the Ninth Grade and were given certificates entitling them to admission to the Punchard School. I think in the future it would be well to grant two grades of graduating certificates to these children, one admitting the recipient to Punchard School and the other not. I think this would have a salutary effect upon the work in Grade IX and upon the work in the first year of the High school.

There are some pupils who have no higher ambition than to obtain entrance into the Punchard School. Having obtained this promotion their attitude toward school work changes. They have reached the goal and are now content to do just sufficient work to retain membership in the school for a while, that when they leave school, they may be included in the list of former Punchard students. They have little ambition to improve themselves, to be better fitted for their work in life or to honorably complete a course of higher study. Such pupils derive

slight benefit from their connection with the school and are a serious incubus upon those better disposed. I am by no means insensible of the fact that it is the duty of every school and every teacher to change the attitude of such children by all possible means, to inspire in them higher ideals and to instill in them more wholesome views of life. The policy of exclusion is to be resorted to only when all other means fail and then only when the good of the whole seems to demand it.

The following are the names of the pupils promoted :

STOWE SCHOOL

James Anderson	Maude Bennett
Ralph Berry	Guy Bickell
Henry Boland	Cornelius Casey
S. Lizzie Cole	Philip Cole
Percy Dole	Josephine Donovan
Grace Downing	Floyd Eastman
Margaret English	Daniel Hart
Andrew Hickey	Mary Jenkins
William Jewett	Edith Johnson
Fred Keuhner	William Manning
James Marshall	Raymond McIntosh
Walter Morrissey	Ella Onash
Gertrude Randall	Frank Remmes
May Roger	Margaret Rogers
Maurice Salomonson	Ernestine Soehrens
Burton Stiles	Mary Welch
Charlotte Thomes	Edith Whitman
Everett Trefry	Carol de Windt

BRADLEE SCHOOL

Linda M. Clinton	Bessie H. Corthell
Mary P. Donovan	Hannah G. Geagan
Mary A. Haggerty	Arthur M. Hofmann
Jeanette W. Miller	Laura B. Petty
Lawrence A. Riley	Edward F. Scott
Frank R. Sherry	Annabelle A. Steed

WEST CENTER SCHOOL

Ebba E. Peterson

NORTH SCHOOL

Mabel Bailey

Abbie McGovern

OSGOOD SCHOOL

Mary Bourdelais

Wilfred Bourdelais

Marian Greenwood

Grace Livingston

Grace Phinney

Caroline Spickler

SPELLING

The children are spelling much better than they did formerly. There is a greater interest in the subject manifested by both pupils and teachers. All have come to realize that the only way to learn to spell, is to spell. To spell often the same words orally and in writing; to reach the brain through every avenue, eye, ear, articulatory, motor.

Each child above the second grade is provided with a specially made blank book into which he carefully copies the two hundred or more carefully selected words assigned to his grade. The basis of this selection is two-fold. First, words are chosen that are useful, those which should form a part of the vocabulary of children of that grade. Then, those only are taken which involve some difficulty and which there is some likelihood that the child may misspell. These, all the members of the class are required to learn thoroughly.

The next year he carries this book with him into the following grade and there incorporates the words selected in like manner for that grade, which he in turn learns thoroughly, and also reviews the list of the preceding year.

Thus, year by year, he builds up a vocabulary of words with whose use he should be familiar and which he should be able to spell correctly. On the completion of his grammar school course it is hoped the pupil will have command of from eighteen-hundred to two thousand words and that he will thereafter experience little difficulty in satisfactorily meeting all demands made upon him in this direction. There is little excuse for poor spelling when children are properly drilled. The cause of poor spelling is that there is not enough spelling of wisely chosen words. It would help our work in this line very much if we could have these lists printed and bound in boards for class use.

CHILDREN'S GARDENS

About twenty-three hundred packages of flower seeds were distributed among the school children in the early spring under the auspices of the Village Improvement Society.

Much interest was shown by the children in the culture of the gardens and the enthusiasm was in many cases communicated to the parents and other members of the family. I have taken occasion in previous years to speak in terms of appreciation of this work of the society.

The children as heretofore paid the normal price of one cent per package for the seed. The prize gardens were photographed and shown as stereopticon slides at the Annual Meeting of the Society, as were also groups of the first and second prize winners. I wish to bespeak for this movement of the Society the enthusiastic cooperation of all citizens, as a strong factor for civic beauty and for the aesthetic training of children.

The following are the names of the prize winners :

First Prize, One dollar—Annie and Sylvia Zalla, Pearson St.; Mary Cronin, Elm Court; Emma and Adam Michilini, Pearson St.; Anna Bursley, Highland Road; Roy Flint, Holt District.

Second Prize, Fifty cents—Arthur Cole, Elm St.; Gordon Whitman, Pine St.; Irene Valentine, Elm Court; Joseph Basso, Pearson St.; John Erving, Salem St.

Third Prize, Twenty-five cents—Florence Snyder, Ballardvale; Theresa Wheatley, Ballardvale; Alice Davis, Ballardvale; Bradford Clarke, Main St.; Margaret Hinchcliffe, Highland Road; Edith and Ralph Baker, Highland Road; Willie Sellers, Highland Road; Gertrude White, Reservation Road; Maude Orcutt, Maple Avenue; Wendell Kydd, Red Spring Road; Margaret Hammond, Whittier St.; Emma Kyle, Elm Court; Guy Webster, Pine St.; Henry Dyer, Scotland District; Everett Collins, Avon St.; Elsie Stiles, Washington Ave.

SCHOOL GARDENS

To supplement the good work done by the Village Improvement Society in encouraging the home culture of flowers I recommend that we utilize the coming Spring, some parts of our school grounds for the growing of flowers by the children under the direction of their teachers. This would arouse a greater interest

among the children in the beautifying of school grounds, increase their love of nature, systematically teach them garden making, and give a fuller indorsement of the school authorities to this most beautiful and inspiring means of child training.

VACATION SCHOOL

The Vacation School of last summer was the most successful ever held. The limit was fixed at seventy, so a number of children were dissappointed. Only those between the ages of nine and fourteen were admitted. The school began July 10 and continued six weeks. It was in charge of Misses Clara A. Putnam and Annie M. Downes. They were assisted by Mr. Warren F. Draper, Miss Mary H. Foster, Mr. David L. Coutts, Miss Amy L. Stork and others. Instruction was given in wood-working, printing, millinery, paper sloyd, nature work, swimming and window gardening. For recreation the children played various games, including baseball, danced, were shown stereopticon pictures in Punchard Hall and went on a trolley ride to "The Pines." The indoor work was done in Stowe schoolhouse and in the forenoons only. Thus the Andover Guild added another chapter to the series of helpful things done for the boys and girls of this town.

MANUAL TRAINING

I wish to emphasize my recommendation in former reports that some provision be made to give the boys of Grades VIII and IX manual training, preferably work in wood. In this respect we are not keeping pace with ourselves. Manual training is by the law of the state, compulsory in places containing twenty thousand inhabitants. Andover boys are being deprived of their birth-right, the right to be trained to use their hands skillfully as one of the best means of earning an honest livelihood.

We now have a good room in the new building that might be utilized for that purpose. In case it did not seem advisable to use this room for the purpose, one of the basements in the same building would serve the purpose very well.

It would cost about \$400 to fully equip the room with benches and all necessary tools of the best quality for a class of twenty pupils. This would be a permanent investment. The running expenses need not exceed \$400 a year. I am fully aware of the

desirability of keeping down expenditures and appreciate the fact that the improvements which we have made in our buildings within the last two or three years have cost the town a large sum of money. But boys especially are very much in need of just the kind of training, which a well devised course in wood-working would give. I hope we may be able to make this very important addition to our school system at no distant day.

PARENTS' DAYS

All the schools except the Punchard invited the parents to visit them on some appointed day last spring term. The attendance was unusually large in all the schools, showing an increased interest which is very encouraging to teachers and pupils. It is true these days subject the teacher to an increased strain, but I think we all feel that there is adequate compensation in the better understanding which they create between the patrons of the schools and the instructors of their children. This is manifested throughout the community in a fuller appreciation of the difficulties of the teacher's work, a growing spirit of friendly and helpful co-operation with them, and a better knowledge of the excellent work which upon the whole our teachers are doing. It is our purpose to afford like opportunities for parents to visit the schools the latter part of the winter term and the first of the next. Of course it is understood that all persons interested are cordially invited to visit any school at any time, with the exception of parents' day, which is reserved exclusively for parents and guardians of the children in attendance upon the schools.

THE BAD BOY PROBLEM, ETC.

The child begins to form habits from its earliest infancy.

Parents and teachers generally fail to make allowance for the force of acquired habits in dealing with their children.

It is much easier to prevent the formation of a bad habit than it is to break up one already formed.

Every child is in large measure the product of his environment. Improve the environment and you improve the child.

Many otherwise intelligent and upon the whole well-meaning people are harsh in their judgment of children and young people and by their inability to take the child's point of view, and their

consequent lack of sympathy, lose all wholesome influence over them.

Many children are the victims of inherited tendency and mismanagement from babyhood, and yet some people blame the child. Let us be honest and place the blame where it belongs, on the parents and on the community.

A person in anger is no more fit to punish a child than a drunken man. In fact their mental states are very similar.

One way to keep children off the streets and prevent the formation of bad habits is to make home more attractive than the street.

It is a sad day for any child when he loses confidence in his parents or his teacher.

Teachers, and parents too, should know child-life generally and be capable of appreciating the individual child in particular. Above all they must cultivate a spirit of comradeship with children.

A person who dislikes children and is easily irritated by their natural mischief and small faults should be banished to a land where there are no children, or to a desert land, for treatment. Certainly he has no place in a school or in the home of children.

Any one who uses indecent or profane language in the presence of a child should be more severely dealt with than if he had struck him a brutal blow. Surely the moral nature of the child should be as carefully safeguarded as the physical.

Every child is a sacred charge to the whole community.

What every community needs is an active dead-in-earnest fathers' club, one that will study educational problems, seek a better knowledge of what the local schools are doing and co-operate with them in securing the best possible training for citizenship of all the children of the town.

OUR BOSTON DAY

The pupils of the ninth grade with their teachers were taken on a sight seeing trip to Boston last spring. There were just seventy persons all told, and we were accorded the usual courtesies of a special coach going and coming by the Boston & Maine railroad, and the use of a room in the Youth's Companion building in which to eat our lunches. The weather was fine, the usual round of historical and other points of interest was made

and we returned home with none but pleasant incidents and experiences to mark the day.

CHANGE IN NO-SCHOOL SIGNAL

It was thought best to make some changes in the time of the no-school signal. Hereafter the usual signal of 3—3—3 will be sounded on very stormy mornings at a quarter past seven, giving notice that there will be no session of the Punchard school. The same signal at eight o'clock will dismiss all the other grades for the forenoon. The signal at half past twelve will give notice that there will be no afternoon session. There will be no repetition of the signal at 8:10 and 12:40 as heretofore.

PRESENTATION BY D. R.

I desire to publicly thank the Phoebe Foxcroft Phillips chapter, Daughters of the Revolution, for the presentation to the schools of seven framed pictures, copies of Trumbull's great historical paintings in the rotunda of the capitol at Washington. They were hung in the Indian Ridge and Bradlee Schools.

SPECIAL REPORTS

I will not take space here to particularize in matters covered by the subjoined reports of the principal of the Punchard school and of the special teachers. I wish to bear testimony to the good work that is being done in all these departments, the earnestness and zeal manifested by those who have the work in charge and to accord my hearty indorsement of substantially all the recommendations made in the supplementary reports. I wish however to especially emphasize the desirability of replacing each year a portion of the old unhygienic desks which we have still in use, by the more modern adjustable ones. Miss Carret's plea for more physical training for the girls in the Punchard School should also receive serious consideration.

Along these lines and in addition to her recommendations I wish to say that I think the time has come when there should be some steps taken toward more systematic medical inspection in our schools.

In music, we hope to have more individual and group singing in part take the place of the too exclusive chorus work.

In drawing, the tendency of late has been to devote comparat-

ively too much time to painting and brush work, to the neglect of the more exact drawing with the pencil. I thoroughly approve of the work that is being done, but in my judgment we cannot afford to neglect the other to the extent that we have.

APPRECIATION

I wish on behalf of the pupils and teachers to express our appreciation of the increased comfort which we have all experienced the last year in consequence of the improvements which the town has so generously made in the heating, ventilation and sanitation of our school buildings.

TEACHERS AGAIN

I take great pleasure in reporting to you that in my judgment you have in your employ a corps of very devoted and faithful teachers, teachers who are earnestly intent on doing their full duty to the children under their charge. They are daily striving in their several capacities to better fit themselves for their high calling and to render more efficient service to the community. The effects are shown in the improved quality and tone of the schools under your charge, a subject of congratulation to the patrons of the school and the citizens at large.

THANKS

I wish to thank these teachers for pleasantly co-operating in all measures of the committee, the members of the Board individually and collectively for their cordial response to all measures which I have had the honor of proposing to them, and the townspeople at large for their generous sympathy and support.

Respectfully submitted,

CORWIN F. PALMER.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

DEAR MR. SUPERINTENDENT:—I herewith submit my Second Annual report as Principal of the Punchard School, for the year ending Feb. 1, 1906. Total enrollment for the present school year 117.

At the present time we have enrolled a total of 108 pupils, one more than last year at this time. They are classified as follows:

	BOYS		GIRLS
Seniors	4		9
Juniors	4		23
Sophomores	7		9
Freshmen	22		23
Post Graduates	1		5
Special Student	1		
	<hr/>		<hr/>
Total	39	Total	69

Total pupils, 108.

The preponderance in the number of girls is due to three causes:

1. The influence of Phillips Academy.
2. The greater financial inducement for boys to leave schools than for girls.
3. The unfortunate tradition existing among the boys of each first year class that they are there for fun and not for work.

I cannot better illustrate this last cause than by quoting from a theme written seriously by one the best boys of the Sophomore class: "The school work should consist of both athletics and study, but not enough of *the latter* to hurt anyone." The italics are mine. At present time I can hardly name a single girl in school, and not over two boys outside the Freshman Class whom I now expect to fail of class promotion in June. Yet there are now ten Freshman boys who will probably fail of

promotion, not on account of inability, nor of poor preparation for high school work but merely because of general carelessness, and a shrinking from hard, exact work.

SCHOLARSHIP

The grade of scholarship has steadily risen during the last year in all the upper classes.

The same methods of notifying pupils and parents of unsatisfactory work have been in use this year as were given in detail in my report last year. They have proved extremely successful. A more studious atmosphere is in evidence than was the case last year at this time.

SCHOOL SPIRIT

School Spirit is still a negative quantity as such, although there are many active and loyal individual pupils. An improvement in this report is to be noted in the attitude toward the Goldsmith Speaking and in every day work. It is needed in the Barnard and in the athletics in every form. The inclination of so many boys toward the private school has given many the idea that Punchard is a second rate school to spend one's time in until he can go elsewhere. This is emphatically untrue as is evident, 1. By the work of those few boys and girls who have gone to college in recent years from here. 2nd. By the fact that those who have transferred their membership to Phillips Academy and to other schools within the past two years, have done so by no means to our discredit.

COURSES OF STUDY

Much discussion of the course of study suggested in my last report has led to good results and to a better understanding of the old course and its possibilities. The chief fault with any course of study is usually in its interpretation and enforcement, and because of the flexibility of the older course there had already grown up, in the many changes of administration, a system of abuses. For these there can be but one remedy. After a pupil has selected his course carefully and according to the printed course, and is once entered upon it, there can be no granting of requests from pupils and parents to drop this or that subject, caused usually because the boy does not like either the subject or the teacher, or because he is unwilling to perform the requisite study to do it well. It is hoped that all parents will see the

necessity of this check upon the elective course, one which has been in existence for many years and for many administrations, though in recent years much misunderstood and overlooked, and so will refrain from such requests.

In order to avoid the confusion caused by a complete change of course I would recommend that the present course stand at present, with these changes, as it is herewith printed.

The following to be run for entire year :

- Botany 4.
- Greek History 3.
- Roman History 3.
- Physical Geography 4.
- * Junior Physics 5.

Hours of the following courses to be changed :

- Senior Shorthand from 3 to 4.
- Soph. Bookkeeping from 6 to 5.
- *Senior Chemistry from 4 to 5.
- History of Art from unprepared to prepared.
- Arithmetic to be transferred to second year and offered only at discretion of principal.
- *Two double laboratory periods and two recitations.

Junior Physics open only to those offering elementary Algebra and Geometry.

Pupils in the General course not fitting for Normal or Technical School may select from such subjects as are offered for that year, subject to the approval of the principal. English required in all courses.

Two years of some modern language are required of all Commercial Course pupils.

1. Commercial course pupils must take two years of a modern language.

2. No pupil shall be admitted to Junior Physics who has not had both Elementary Algebra and Geometry.

3. Pupils beginning a language must take at least two years of it except such as are advised by the instructor not to continue Freshman Latin.

The following shall be regarded as inseparable groups :

- A. El. Alg. & El. Geom.

B. Greek & Roman History.

C. 1 and 2 year Latin ; 3 and 4 year Latin.

D. 1 and 2 year French or German.

*Except as noted above.

GOLDSMITH AND BARNARD SPEAKING

The Goldsmith speaking was this year held much earlier than has been the custom. This will be our policy hereafter in order that more time may be given to writing the Barnard essays and that both may be finished during the vigorous atmosphere of the winter months.

SCHOOL ENTERTAIN- MENTS

It is the policy of the administration to endeavor in every legitimate way to make the school life of the pupils as pleasant and enjoyable as is consistent with the purpose of a school. For this reason we have approved of the annual Senior Invitation Dance which is to be given this year in the Town hall on account of the badly splintered condition of the floor in Punchard Hall. Also of a forty minute play given in Punchard Hall by the Senior Class for a 35 cent admission fee, and followed by dancing until 11.30, the proceeds to be devoted to class expenses. The play given this year was Howell's well known "Mouse Trap", which was well presented and liberally patronized by an excellent audience.

In connection with the Senior Ball it may be well to state that the invitation list is inspected by the President of the class and by the Principal, and that every ticket sold must bear the name of the purchaser and of the member of the class by whom it is sold.

Whenever the personnel of the Senior Class would make it seem unwise to introduce one or both of these features into the school calendar I would advocate their omission for that year. In case a play is presented in mid-year I would disapprove of the presentation of a play at graduation.

I am of the opinion that the Senior Dance should be more for the members of the school than it has been. For that reason I would advocate reducing the price of tickets to fifty cents and holding the dance in Punchard Hall. It was thought this year that the traditional price should be retained, but the condition of the school hall did not grant the price asked.

For public entertainments further than these named above I feel that permission should not be given except in unusual cases.

GIFTS

It gives me much pleasure to record a gift to the school by Mrs. Hannah L. Blake and daughter, Miss Harriet Blake, of a remarkably fine and valuable herbarium. The two other herbaria made by Mr. Blake are in the possession of Bowdoin College and the University of Maine. Accompanying this gift was a large collection of shells and minerals, a cabinet, and a number of plaster casts. For this presentation we owe our hearty thanks to the donors. Other gifts for practical use or for adornment would be appreciated at any time.

The Class of 1905 presented to the school imported casts of Hermes, Winged Victory, Demosthenes, Venus, Julius Caesar and St. Cecilia. An attempt is being made to adorn the bare walls of the lower corridors with suitable busts and statues.

SCHOOL

FINANCES

It is unfortunate, that the Punchard School has no opportunity, as most other schools have, for raising money by an annual public entertainment of some sort (other than the Senior benefit) for the support of school athletics or for the purchase of statuary, pictures, etc. It is at present the custom to charge no admission fee to either the Barnard or Goldsmith speaking contests. Could an admission of ten or fifteen cents be charged for these entertainments a considerable amount would be added to the school funds yearly without expenditure of extra effort. The income of one might be used for athletic purposes, and of the other for school adornment. This is done in many other towns and no objection has ever been raised. There have been instances at these contests when many thoughtless and noisy individuals would have been kept out by even the most nominal entrance fee.

PHYSICAL EXERCISE

A systematic course of physical exercise has been introduced and required of all girls in the Punchard School. This work has been given in three classes a week, two under the instruction of Miss Carret and one of Miss Amy Stork. This work, I feel, has been very beneficial in its results. Many of the girls are following daily at

home regular schedules of physical training, arranged to their individual needs. It is a matter of great regret that the school has no gymnasium. Should any public-spirited friend desire to render inestimable service to the community I cannot think of a better way in which it could be done than by the erection of a gymnasium. It certainly seems that some combination of the athletic interests in Andover might be arranged to provide a suitable gymnasium for all concerned.

CHANGES IN THE TEACHING FORCE

It is always to be regretted when a change becomes necessary in an efficient teaching force of a school. In June 1905, Mr. George W. Low resigned, much to our regret, to accept a position at a greatly increased salary. Mr. C. L. Barton, of Marlboro, was elected by the trustees to fill this vacancy in the science department and has already a good hold upon the work. In September, Miss Florence E. Bailey's resignation from the department of French and German to accept a position in California was a disappointment to our hopes. To fill the vacancy we were fortunate in securing a woman of large experience and scholarship, Miss Phoebe L. Hosmer of Orange. Again we are called upon to undergo a third change caused by the resignation of Miss Grace L. Burt of the department of mathematics, to take effect April 6. Miss Burt has served the school faithfully and well for five years and will be greatly missed. She will be followed by her immediate predecessor, Miss Mary E. H. Dern, who won so many staunch friends during her twelve years of former service here.

The principal desires to express his appreciation of the vigorous support given him by the teaching force, and by the school committee and the Board of Trustees, and of the cordial cooperation of the superintendent.

Sincerely,

CHARLES L. CURTIS.

SUPPLEMENTARY REPORT

Prizes for excellence in various subjects were awarded as follows:

The Barnard prizes for excellence in English Composition and oral delivery, first prize of \$20, to Gratia Livermore Prouty; second prize of \$12, to Alice Gertrude Kendall; third prize of \$8 to Lucy Ballard Abbott.

The Goldsmith prizes for excellence in oral delivery offered by the Alumni Association were awarded to Lucretia Webster Flint, and Charles Burnham White. Honorable mention of Mollie Fay Sherry.

The M. E. Gutterson prizes for excellence in botany were awarded, a first prize of \$5 to Helen Nason Davies; a second prize of \$3 to Jane Agatha Coyne.

The medal of the Punchard Botany Club was awarded to Lucretia Webster Flint.

On June 22 a class of twenty-one was graduated. Most of these have already entered some active work, and several will enter college next year.

The following is the program of graduation:

PART ONE

MARCH

PRAYER

REV. ARTHUR T. BELKNAP

GIRLS' CHORUS—"Song at Sunrise" . . . *C. F. Manney*

ESSAY—The Merchant of Venice.

JOHN STEPHEN BARRETT

SCENES 7 AND 9, ACT II AND SCENE 2, ACT
III, MERCHANT OF VENICE.

CHORUS—"How Sweet the Moonlight Sleeps."

Shakespeare. J. C. Calcott

SCENE I, ACT V, MERCHANT OF VENICE.

CHORUS—"The Joys of Spring." . . . *Adam Geibel*

PRESENTATION OF GUTTERSON BOTANY PRIZES.

CHORUS—"The Singers." . . . *Alfred R. Gault*

PART TWO

SENIOR MARCH

SALUTATORY AND ESSAY—The History of Punchard.

ALICE GERTRUDE KENDALL

VALEDICTORY AND ESSAY—Legends of the Rhine.

ALICE GERTRUDE BARKER

PRESENTATION OF DIPLOMAS

SINGING OF CLASS ODE

Act I. Scenes 7 and 9. Portia's home at Belmont.

CHABACTERS

The Duke of Morocco	. . . . .	Cornelius J. Moynihan
Portia	. . . . .	Lucy B. Abbott
Nerissa	. . . . .	Agnes V. Phillips
The Prince of Arragon	. . . . .	Percy R. Holt
Attendants and Musicians.		

Act III. Scene 2. Characters, The same and

Gratiano	. . . . .	Ella R. Barton
Bassanio	. . . . .	C. Burnham White

Act V. Scene I. Portia's Garden at Belmont.

CHARACTERS

Portia	. . . . .	Mollie F. Sherry
Nerissa	. . . . .	Elizabeth R. Johnson
Bassanio	. . . . .	C. Burnham White
Antonio	. . . . .	Lillian M. Roger
Gratiano	. . . . .	Ella R. Barton
Lorenzo	. . . . .	E. Florence Richardson
Jessica	. . . . .	Dorothy E. Wakefield
Launcelot	. . . . .	Edward M. Towne
Stephano	. . . . .	Mollie F. Ryer
Attendants and Musicians.		

CLASS DAY PROGRAM

CHORUS

ADDRESS OF WELCOME BY THE PRESIDENT	Charles Burnham White
HISTORY	Marion Dorothy Lowd
STATISTICS	Edith Estella Clark
PROPHECY	Mildred Greeley Ward
FAREWELL ADDRESS	Elizabeth Rosalie Sweeney
WILL	Marie Mills Fairweather
SONG	

Reception to the Faculty and Senior Class by the Juniors at
Punchard Hall at 5 15.

CLASS OFFICERS

<i>President</i>	. . . . .	Charles Burnham White
<i>Vice President</i>	. . . . .	Percy Rice Holt
<i>Secretary and Treasurer</i>	. . . . .	Lucy Ballard Abbott

CLASS SONG, 1905

Punchard, we have come together
With our voices sad and low,
For today we are to sever,
Forth into the world we go.

Four glad years with thee are ended,
We thy halls now leave behind,
But may joy and sadness blended
Cheer us all in heart and mind.

Joy for all we have accomplished,
Joy for what we've made our own,
Joy for friendships we have cherished,
Joy for pleasures we have known.

In the years that are to follow,
In the days we're far apart,
May it be no memory hollow
That shall be in each one's heart.

But a memory that will help us,
Life's hard battles well to fight,
Till with victory all within us
We shall know we've done aright.

Now, dear Punchard, we must bid thee
A loving, sad, yet glad farewell.
"Deeds not Words" our watchword be,
Till on earth no more we dwell.

With the others who shall enter
Thy halls, with mem'ries kept alive,
May fond recollections center
Round the Class of Nineteen Five.

Alice Gertrude Barker.

CLASS OF 1905.

Lucy Ballard Abbott	Lillian May Roger
Alice Gertrude Barker	Mollie Felicia Ryer
Ella Rhodes Barton	Mollie Fay Sherry
Edith Estella Clark	Elizabeth Rosalie Sweeney
Maria Mills Fairweather	Dorothy Ethel Wakefield
Elizabeth Russell Johnson	Mildred Greeley Ward
Alice Gertrude Kendall	John Stephen Barrett
Marion Dorothy Lowd	Percy Rice Holt
Agnes Veronica Phillips	Cornelius Joseph Moynihan
Ethel Florence Richardson	Edward Martin Towne
Charles Burnham White	

DRAWING TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

During the past year three exhibitions were placed upon the walls of the School Committee rooms.

This represented class work in drawing, painting, cutting, and illustrative work of the grades.

An exhibition of the work of the pupils in the Punchard High School was held an afternoon and evening in June.

Each pupil was represented by one or more pieces of work. The design work was applied to brass, copper, wood, and leather.

The Freshman class worked out designs and applied them to picture frames and pen wipers ; the Sophomore class, blotters and card cases ; Junior class, brass lamp shades and leather work ; and the Senior class, book-racks and enamel work on copper, making hat pins and fobs.

A number of grade meetings were held during the year, and it was my purpose at these meetings to have the teachers do class work at their desks and at the blackboard, thus enabling them to do better teaching in their classes.

During the fall term more time has been devoted to drawing, and lettering has been introduced into all grades above the third year.

I wish to thank Miss Alice A. Brown and her pupils for the work of the past year. All the outlines, schedules, and notices have been typewritten by her pupils.

The Committee and Superintendent have been very generous in their supply of drawing materials, thus enabling us to follow out many lines of work in the drawing courses.

More time should be given to the pupils in this department in the High School, as very little can be accomplished in one period of forty minutes a week.

Respectfully,

KATHERINE D. WHITMAN.

MUSIC TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

In many ways this has been a year of interesting work in our music study.

In the lower grades one of our aims has been to develop in every child the ability to think and express music ; or, in other words, to do independent and original work. The results have been most interesting and, considering the short while that we have been at work in this direction, very satisfactory.

Through this phase of music study many children who have hitherto been considered "unmusical", and who have shown neither ability nor desire to sing, have discovered good voices and the power to express music thought.

Much work has been done with the children individually, aside from the original work, and the great advantage of this is very easily recognized and appreciated by the teachers, who have worked most faithfully to secure the desired results.

In every way possible it is our effort to correlate music study with other branches, and we have found that there are few subjects studied in school which music does not touch.

All the songs have been selected with careful regard to the poetry. The intelligent reading of this, in respect to enunciation, pronunciation, and proper expression, has been a matter of careful study, the results telling not only in the music work but in the work in reading and in English.

Each year finds the pupils better equipped musically, and consequently new demands arise. In the ninth grades the time has come when a piano is a necessity, and I would ask for this as an aid to the work which we hope to do the coming year.

In the High School there should be a course of music study in addition to our weekly chorus practice ; for admission to college, music is now taking its place with other requirements, and it is desirable that our high school pupils who wish to pur

sue this branch of education should be given the opportunity in the high school course.

The time is going by when music is looked upon as a pastime and a mere accomplishment ; every year its educational value is more and more appreciated, and it is our desire and aim each year to build a stronger foundation, and to reach out in every direction possible, as far as our limited time will allow.

Respectfully submitted,

ELIZABETH HOAR.

COOKING AND SEWING REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

I herewith have the honor of submitting the following report of the work in cooking and sewing.

Thirty-one pupils in the ninth grade from two buildings, (the Stowe and Bradlee), and 36 pupils in the eighth grade from four different buildings, (the Stowe, Bradlee, Indian Ridge, and West Centre), are able to take advantage of the work in cooking, while more than 287 receive instruction in sewing.

During the winter term an exhibition of cooking was held in the School Committee's Room. Although much good work went into the preparation of the exhibit, not quite so much enthusiasm was evinced as the year before, and there was not so large a number of visitors.

The courses of study in both cooking and sewing are much the same as pursued in previous years. The recent change at the West Centre School has been of great advantage, as it is now possible to grade the work just as in the centre schools. The problem of the work in the ungraded schools is more difficult. Some of the little children, who need a great deal of practice work, are now making the furnishings for a doll's bed: pillow-case, sheet, blanket, and patchwork quilt. The older ones have advanced as far as aprons with gathers and button-holes.

Respectfully submitted,

BESSIE PUNCHARD GOLDSMITH.

PHYSICAL TRAINING REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

The general plan of the work in Physical Training this year has been the same as it was last year, except that the grades have been grouped differently, and a new outline has been issued to Grades IV and V, VI and VII, and VIII and IX. More difficult exercises have been introduced, and wand exercises have been used in Grades VIII and IX. New games and motion songs have been added to the course, as it is my purpose to broaden and enrich the course as much as possible from year to year in order that it may meet the needs of all the children.

I would again earnestly urge the speedy removal of the old furniture in all the schools, and have, until all can be removed, at least two rows of adjustable furniture put in each room where there are no adjustable seats. It is particularly necessary in the lower grades, for the children are growing rapidly, and it is in early childhood that either correct or faulty habits of posture are formed. The little children are very badly seated, and the faulty habits of posture they acquire are very difficult to correct when they are older. The desks in nearly every case are much too high, and the sight as well as the spine is affected. So much has already been done to improve the sanitary condition of the schools that I wish the matter of correct seating might now be attended to.

Physical Training was started in the High School this year, the girls having one lesson a week. With Miss Stork's assistance the girls were measured, and were examined as to their backs and chests, and were carefully questioned as to their health. Nearly every girl has been given exercises to do at home, and all have been earnestly advised to spend a few minutes every day in doing them. I am glad to say that a few have been faithful about it, and they have already seen results. I would earnestly ask the co-operation of the parents in this work, for it is the age when physical exercise is of particular value, and the girls but need to be reminded occasionally by their parents in order to systematically exercise every day.

Girls of this age need every inducement to play games out of doors and also to take more outdoor exercise, such as walking, skating, etc.

Apparatus is needed in the High School for corrective as well as regular gymnastic work. A boom upon which to exercise would be of great benefit to the girls, and it could also be used by the pupils of the John Dove; a bar for the hall of the Stowe School would also be a great help in corrective work.

Four teachers' meetings have been held; the first a general meeting of all grades, during which instructions were given as to the purpose of Physical Training and the methods to be used in teaching it, etc. The second meeting was for the teachers of the first, second and third grades. At this meeting instruction was given in teaching the Motion Songs and Plays, the purpose of the same, etc. The two other meetings were held for the special help of the new teachers. Careful instruction in methods and subject matter was given at these meetings.

I have begun the Ear and Eye Tests, and I would like to complete them by the end of the year if possible, but as they require much time and care it may not be possible to do so. Now that the teachers are more familiar with the work, and are growing to be more independent, in fact more of a professional spirit is being manifested in their desire to have their pupils excel in this subject, more time can be given to these tests, which are indeed a very essential part of the work.

I wish to take this opportunity to thank my assistant, Miss Stork, for her earnest co-operation and careful work, and also the teachers for their continued hearty interest, effort and co-operation, and for the results they have obtained.

Respectfully submitted,

EDNA P. CARRET.

BOOKS RECOMMENDED FOR TEACHERS AND PARENTS

Psychology and Life's Ideals.	<i>James</i>
Interest and Education,	<i>De Garmo</i>
The Philosophy of Education,	<i>Horne</i>
Physical Nature of the Child.	<i>Rowe</i>
The Development of the Child,	<i>Oppenheim</i>
Thinking and Learning to Think.	<i>Schaeffer</i>
School Hygiene,	<i>Shaw</i>
Children's Ways,	<i>Sully</i>
Hints on Child Training.	<i>Trumbull</i>
School Management,	<i>Dutton</i>
The Point of Contact in Teaching,	<i>DuBois</i>
Some Silent Teachers,	<i>Harrison</i>
Pedagogues and Parents,	<i>Wilson</i>
The Psychology of Child Development,	<i>King</i>
Education of the Central Nervous System,	<i>Halleck</i>
Mental Growth and Control,	<i>Oppenheim</i>
Fundamentals of Child Study.	<i>Kirkpatrick</i>
An Ideal School,	<i>Search</i>
Beckonings from Little Hands,	<i>DuBois</i>

CHAPTER I.

RULES OF SCHOOL COMMITTEE

ARTICLE I.

ORGANIZATION.

SECTION 1. The School Committee of Andover, Mass., shall organize annually on the Tuesday following the annual town election at 7.30 o'clock p. m., unless otherwise voted by the Board at its last preceding meeting. The meeting shall be called to order by the senior member of the Board in length of service, who shall preside until a chairman is elected.

SECT. 2. They shall immediately proceed to elect a chairman and a secretary, who shall continue in office until their successors be chosen. The chairman shall be elected by ballot. The Superintendent of Schools may be *ex-officio* Secretary of the Committee.

SECT. 3. Immediately after the Annual Meeting, the following standing committees, consisting of three members only, shall be appointed by the chairman subject to the approval of the Board :—

1. District committees.
 - a* Punchard High.
 - b* Stowe and John Dove.
 - c* Indian Ridge, Bradlee and Richardson.
 - d* West Centre, North, Bailey and Osgood.
2. Finance and Advisory.
3. Teachers.
4. Text Books and Supplies.
5. Cornell Scholarships—Phillips Academy.
6. Cornell Scholarships—Abbot Academy.

The first named member of each Committee shall be its chairman.

ARTICLE II.

MEETINGS.

SECTION 1. The regular meetings of the Board shall be held at the rooms of the Committee on the first Tuesday of each month, excepting the months of July and August, unless otherwise voted. A majority of the Committee shall constitute a quorum. When deemed necessary, the Chairman may call special meetings of the Board, and shall do so at the request of three members in writing, at least forty-eight hours notice being given to each member.

SECT. 2. At each regular meeting after organization, the order of business, unless otherwise voted, shall be as follows:—

1. Reading of the Records of the last meeting.
2. Unfinished Business.
3. Report of the Superintendent.
4. Reports of Visits.
5. Reports of the Standing Committees.
6. Reports of Special Committees.
7. New Business.

SECT. 3. No action of the Board shall be reconsidered or rescinded at a subsequent meeting in the same municipal year, except by a vote of a majority of all the members of the Board.

SECT. 4. In the absence of the Chairman, the member present who has served longest on the School Board shall call the meeting to order and preside until a Chairman pro tem. is chosen.

SECT. 5. The conduct of meetings and of the business of the Board shall be in accordance with the laws of the State and excepting as otherwise provided, in accordance with the rules of parliamentary practice as laid down in Roberts' Rules of Order.

ARTICLE III.

DUTIES OF OFFICERS AND COMMITTEES.

Chairman.

SECTION 1. The chairman shall be the presiding officer at all meetings of the Board, and shall appoint all committees whose appointment is not otherwise ordered by the Board. He shall prepare the annual report of the schools required by statute, and shall submit it to the Board for approval at its regular meeting in February, or earlier, if the Board so determine.

Secretary.

SECT. 2. The Secretary shall keep a record of all the statistics of the schools and of the proceedings of the Board; and he shall keep on file in his office all reports, communications, papers and documents relating to the business of the Board, or belonging to it, and a copy of every text-book in use in the schools.

SECT. 3. He shall give to every member of the Board, and to the Superintendent, at least forty-eight hours' notice of each meeting, shall promptly notify all committees of the reference of any matter to them, and furnish them with all papers, copies of orders or other matters included in such reference or properly connected with it; and he shall notify teachers of their election, and he shall act as the corresponding agent of the Board, preserving all correspondence required by the Board.

SECT. 4. He shall receive and examine all bills of which the Board takes cognizance and if found correct, approve the same; he shall also prepare the monthly payrolls.

SECT. 5. He shall, when required by the committee on supplies act as its agent in the purchase and distribution of supplies for the schools; shall keep a full and accurate account of all receipts and disbursements, and furnish a monthly statement of the same to the finance and advisory committee, with a statement of the accounts of the various appropriations expended and unexpended. He shall perform such other duties as may be required of him by the Board or by any of its committees. He shall have an office at such place and open at such hours as shall be approved by the Board. In his absence, a secretary pro tem. shall be elected.

Standing Committees.

SECT. 6. The District committees shall keep themselves familiar with the conditions of the schools assigned them, and they shall endeavor to promote the welfare of these schools by such visits, consultation with Superintendent and teachers, and by such advice regarding discipline, management and instruction as may seem necessary. They shall make all nominations for janitors of said schools.

SECT. 7. It shall be the duty of the Finance and Advisory committee to exercise a prudential concern and supervision over all school property and school moneys; to advise with the Superintendent in all matters relating to the schools, not otherwise provided for, and to audit all bills and payrolls against the School Department, and report same to the Board for final action. They shall prepare and submit to the Board in writing for approval at the regular meeting in January of each year an estimate in detail of the appropriations required for the expenses of the School Department for the ensuing fiscal year, a copy of the same having been sent to each member one week before the meeting. They shall consider and report in writing upon every proposition to repeal or amend the rules or regulations, or to establish any new rule or regulation.

SECT. 8. The committee on Teachers shall advise with the Superintendent in carrying out the plan of study and mode of instruction in the schools. They shall consider and report upon all nominations, transfers and salaries of teachers, and no change in the salary of any teacher shall be made before action is taken by the Board. At the regular meeting in May the committee shall report to the full Board its recommendations as to the appointment of teachers for the ensuing school year with their compensation.

SECT. 9. The committee on Text-books and Supplies shall consider and report upon all propositions for the adoption or change of any text book, and no text-book shall be adopted for use in the schools

until after reference thereof to said committee. Books recommended by the Superintendent for use as supplementary material may be authorized by the Board at any regular meeting.

SECT. 10. All votes, instructions, decisions and doings of committees shall be subject to inquiry and revision by the Board, and shall be transmitted to teachers, parents and other persons concerned, solely through the Secretary.

ARTICLE IV.

ELECTIONS.

SECTION 1. The Superintendent shall be elected annually by ballot at the regular April meeting of the Board, or whenever a vacancy occurs, a majority being necessary to election. His term of service shall begin September 1st and he shall continue to hold office during the pleasure of the Board.

SECT. 2. (a) The election of teachers shall take place at the regular May meeting.

(b) Within thirty days after election, teachers shall give the Secretary written notice of their acceptance or non-acceptance of employment. Every teacher shall be subject to transfer, and may be dismissed by the Board for violation of the rules, unfitness or incompetence. In the employment of teachers and in fixing their salaries especial emphasis shall be laid upon *professional knowledge and skill*, progressive spirit, enthusiasm, loyalty, moral character, personality, health and systematic habits of work. In recommendations for election as teachers preference shall be given to those who shall have had successful experience and are graduates of colleges or approved normal schools.

SECT. 3. The janitors shall be elected and their salaries determined in June annually unless otherwise ordered by the Board, and their duties shall commence on the first day of August.

SECT. 4. Annually in June, or whenever necessary, the Board shall elect truant officers and fix their salaries, and they shall enter upon their duties on the first day of September following.

CHAPTER II.

REGULATIONS OF PUBLIC SCHOOLS

ARTICLE I.

SECTION 1. The School year shall begin, on the Second Monday of September and shall consist of thirty-eight weeks.

SECT. 2. There shall be a suspension of school every Saturday, every legal holiday and the day following Thanksgiving. In any emergency if it is impracticable to call a special meeting of the Board, the chairman may close any or all of the schools for a day.

SECT. 3. A teacher may exercise the right to detain a pupil a reasonable time for purposes of instruction or discipline after the regular hours of dismissing school and the Principal of the High school may require attendance of individual pupils in the afternoon of school days whenever, in his judgment it may seem necessary.

SECT. 4. All schoolrooms shall be open, and the teachers shall be present at such times as may be specified by the Superintendent.

ARTICLE II.

SUPERINTENDENT AND HIS DUTIES.

SECTION 1. The Superintendent shall be the advisory and executive officer of the Board, and under its direction and control shall have the care and supervision of all the public schools. He shall direct and supervise the same in conformity with the courses of study and these rules and regulations; shall visit each school as often as practicable, carefully examine its progress and condition, and labor for its improvement. He shall advise with teachers with reference to methods of teaching and discipline; shall pay particular attention to the classification of the pupils, that there may be, so far as practicable, a uniform course of instruction and system of discipline pursued in the different schools of the same grade. He shall devote his entire time during school sessions to the performance of his various duties; shall have his office at the Committee Room or other suitable place to be approved by the Board, and shall attend there as frequently as the Board may require.

SECT. 2. It shall be his duty to report to the proper committee any lack of qualification or faithfulness in a teacher that is not promptly corrected upon his suggestion. He shall hold meetings of teachers for a discussion of the details and methods of school work at

least once each month. He shall see that the prescribed studies are carefully pursued, that no books but those adopted by the Board are used as text-books, and that the regulations of the Board are faithfully observed by teachers. In all matters where his duties are not definitely prescribed he shall exercise his discretion, subject to the approval of the Board.

SECT. 3. At the close of each fiscal year he shall prepare for the Board, for publication, an annual report of the condition of the schools for the year preceding, together with such suggestions and statistics as he may deem worthy of consideration.

SECT. 4. He shall prepare a system of blanks for statistical reports of attendance of pupils, and other items which at any time may be desired. He shall also inquire into the causes of truancy and irregular attendance, and suggest remedies therefor which to him may seem feasible and proper.

SECT. 5. He shall from time to time inspect school buildings, furniture, and apparatus for heating and ventilating rooms, and report to this Board any defects in the same which may impair the health of teachers and pupils, or interfere with the efficiency of the schools.

SECT. 6. It shall be the duty of the Superintendent to fill all vacancies occasioned by the temporary absence of teachers, and make other temporary arrangements relative to the schools which he may deem proper, and report the same to the proper committee.

SECT. 7. He may at any time examine the schools, or cause them to be examined by written or oral tests, and the teachers shall give him such assistance in this work as he may require.

SECT. 8. In case of very stormy weather, the Superintendent shall suspend any or all of the schools for a part or a whole of the day.

SECT. 9. He shall receive from teachers their reports and classify and place them on file with the secretary.

SECT. 10. He shall present bills for tuition of non-resident pupils to the treasurer of the town for purposes of collection.

ARTICLE III.

SECTION 1. The principals shall have general supervision of the grounds, buildings, and appurtenances of their respective schools, and shall be held responsible for the neatness and cleanliness of the premises, and whenever any repairs are needed, shall give notice thereof to the Superintendent. They shall see to the enforcement of the rules and regulations of the Board, and strictly carry out the directions of the Superintendent. They shall have general charge of the discipline of the pupils in their building. They shall have supervision of the pupils during recesses and other times of relaxation. At such times they may call upon teachers for assistance and require them to perform

any duties that may be necessary in order to secure the proper deportment of the pupils. They shall render such assistance in the supervision of methods of instruction and discipline as the Superintendent shall direct and require. They shall give advice and directions to teachers in any emergency, and shall be subject to the rules governing other teachers. They shall, under the direction of the Superintendent, have control of the janitors and engineers, shall see that the rules for their government are enforced, and shall report to the Superintendent any neglect of duty or improper conduct on their part.

SECT. 2. In cases of truancy in their respective buildings, they shall, under the direction of the Superintendent, cause the truant officers to investigate and report thereon without unnecessary delay.

SECT. 3. They shall send to the Superintendent, whenever required by him, a detailed report in writing of the condition of the schools under their charge, together with such suggestions and recommendations as they may deem proper.

SECT. 4. They shall have authority, and it shall be their duty, to suspend, subject to an appeal by the parent or guardian to the Superintendent, any pupil from school for the following reasons:—

- a* Truancy persisted in.
- b* Violent opposition to authority.
- c* Repetition of any offence after notice.
- d* Habitual and determined neglect of duty.
- e* Use of profane or obscene language.
- f* General bad conduct and bad example, tending to the injury of the school.
- g* Cutting, marring, destroying, defacing or injuring any public property, such as buildings, furniture, fences, trees and shrubbery.

Provided always, that they shall immediately, in writing, inform the parent or guardian and the Superintendent of such suspension and the reason thereof.

ARTICLE IV.

TEACHERS.

SECTION 1. All teachers shall, according to the laws of this Commonwealth, “exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice and a sacred regard for truth; love of country, humanity and universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded.”

SECT. 2. They shall make requisitions in writing through the principal upon the Superintendent, at such times as he may designate, for all the text-books and supplies necessary for their schools, and shall properly care for the books in their respective rooms. They shall, in such manner as the Superintendent may direct, keep an account of the books and supplies ordered by and delivered to them, and shall exercise a watchful care over all school property, and at the close of each school year, report to the secretary a list of all the text-books on hand in their rooms, and their condition.

SECT. 3. All teachers shall respect the rules, regulations and requirements of the Board transmitted through the Superintendent, and shall co-operate cordially with him and with each other in the conduct of the schools and the maintenance of good order therein. They shall consider the suggestions and directions of the Superintendent as given by authority of the School Board. The discipline of the school shall be, so far as possible, of a parental character, corporal punishment being used only in extreme cases, and then only when approved by the Principal or Superintendent. No corporal punishment shall be inflicted in the presence of a school. They shall make a record of all cases of corporal punishment, specifying the pupil's name and age, the date and nature of the offence, and the date, mode and severity of the punishment. Any matter of discipline may be referred to the principal, and, if deemed necessary, a written report shall be sent to the pupil's parents or guardian.

SECT. 4. They shall also exercise all proper care and authority in inducing habits of cleanliness in their pupils, and in preventing the use of profane and improper language.

SECT. 5. Teachers shall have authority, and it shall be their duty to make and enforce by reasonable means any rules and regulations necessary and proper for the internal regulation of their respective schools, subject to the approval of the Superintendent.

SECT. 6. Teachers shall keep a copy of these rules and regulations in their respective schoolrooms, and shall thoroughly familiarize themselves with its contents.

ARTICLE V.

MISCELLANEOUS.

SECTION 1. The books and studies pursued shall be such and such only as the Board authorizes.

SECT. 2. No person shall give any notice, by reading or otherwise, to the pupils of any school, or post upon the walls of any school building, or fences about the same, any advertisement; nor shall any agent or other person be permitted to enter any school for the purpose

of exhibiting, either to teachers or pupils, any book or article of merchandise, or for any purpose of trade or business.

SECT. 3. Teachers must not be interrupted by any one during the school session with any prolonged interview, even on matters relating to the school; nor shall they allow any suspension of their regular duties in consequence of the visits of personal friends.

SECT. 4. Teachers may require excuses from parents or guardians, in person or by written note, in all cases of absence, tardiness, and dismissal.

SECT. 5. Teachers shall not dismiss school before the regular hour without permission from the Superintendent, except in cases of emergency, when they shall make immediate report to the Superintendent.

SECT. 6. In case of the absence or disability of a teacher, he or she shall give prompt notice to the Principal and to the Superintendent, in order that a substitute may be provided.

SECT. 7. The Superintendent may, at his discretion, grant permission to a teacher to be absent to visit schools for improvement in professional work.

SECT. 8. School buildings or schoolrooms shall not be used for other than school purposes, except by vote of the School Committee.

SECT. 9. The Superintendent may close the schools that the teachers may attend a Teachers' Institute held in this vicinity under the auspices of the State Board of Education, and the annual meeting of the Essex County Teachers' Association.

SECT. 10. Each teacher may be absent one day in each month without loss of pay, but in excess of that shall receive one-fourth of the salary, provided the absence be for not longer than two weeks. The pay of substitutes shall be fixed monthly by the Finance Committee upon recommendation of the Superintendent.

ARTICLE VI.

EXAMINATIONS AND PROMOTIONS.

SECTION 1. Examinations shall be held by all teachers under the direction of the Superintendent, to test the progress of the pupils in the studies previously pursued; and a record thereof shall be kept to aid in determining the right to promotion.

SECT. 2. Promotions from one grade to the next higher shall usually be made at the beginning or in the middle of the school year, but, in exceptional cases, promotions may be made at other times, under the direction of the Superintendent.

SECT. 3. Every pupil entitled to promotion to the High school shall receive a certificate of admission signed by the Superintendent.

SECT. 4. Those pupils who complete the prescribed course of studies in the High school, in a manner satisfactory to the Principal and Superintendent, shall receive diplomas or certificates signed by the Chairman of the Board, the Superintendent, and the Principal. The High school diplomas shall specify the course of studies pursued.

SECT. 5. Teachers shall observe the physical condition of their pupils, and may send home, with proper notification, those having sore throats, loss of voice, skin eruptions, or other marked symptoms of any contagious disease, and such pupils shall be excluded from the school until they present a certificate from a physician or from the Board of Health, stating that they may safely attend school.

SECT. 6. No pupil shall change from any grade in one building to the corresponding grade in another building of the same district, nor from a school of one district to that of another, without permission of the Superintendent.

SECT. 7. Every pupil must come to school cleanly in person and dress. In case of neglect in this matter, the teacher may send any pupil home to be properly prepared for school.

SECT. 8. Pupils shall be required to attend school regularly and punctually. Pupils not in their respective rooms when the tardy bell rings shall be marked tardy; and any pupil who is frequently tardy without adequate excuse shall be suitably warned and reported to the parent or guardian. In every case of request for dismissal during school hours, a satisfactory excuse from parent or guardian shall be furnished to the teacher.

SECT. 9. Teachers shall, so far as practicable, exercise a general oversight of their pupils while going to and from school.

SECT. 10. No school or school organization shall engage in any athletic contest with an out-of-town organization without the consent of the Superintendent or the Chairman of the committee, and then only when under the supervision and authority of an instructor; and from such contests shall be excluded all pupils whose school record is unsatisfactory to the Principals of the schools which they attend.

ARTICLE VII.

JANITORS.

SECTION 1. Janitors shall do all work that may be necessary to keep the buildings, appurtenances thereto, and the grounds in a proper condition throughout the year, and be held directly responsible for the care of same.

SECT. 2. They shall attend to official errands for the Principals or the Superintendent, and shall perform such other reasonable duties as may be required of them.

SECT. 3. They shall assist the teachers in any manual labor about the rooms, and shall co-operate wisely and heartily with them at all times in their efforts to promote the health and comfort of the pupils, and in maintaining good morals and good conduct on the part of the pupils in the school buildings and upon the school premises.

SECT. 4. They shall report to the Principal or Superintendent any repairs that may be needed, but shall have no authority to order any repairs to be made, or to contract any bills.

SECT. 5. In the performance of their duties, janitors shall be under the direction of the Principals of their respective schools, subject to the approval of the Superintendent.

ARTICLE VIII.

TRUANT OFFICERS.

SECTION 1. The truant officers shall be under the control and direction of the Superintendent, and shall report for service at such times and places as he may designate.

SECT. 2. They shall co-operate with the teachers and Superintendents to secure the regular attendance at school of all children of school age not otherwise under instruction.

SECT. 3. They shall diligently seek out truants and absentees who have been reported to them, and shall bring the delinquent to the school and report the case to the parents.

SECT. 4. They shall also make to the Superintendent detailed reports of their doings upon blanks furnished for the purpose, and to the Committee whenever required; and they shall perform such other duties as the Superintendent may direct.

ARTICLE IX.

APPEALS AND AMENDMENTS.

SECTION 1. All questions of School Administration shall be referred to the Superintendent.

All appeals from his decision shall be presented in writing to the chairman of the Board.

SECT. 2. These rules shall go into effect on March 6, 1906, and after that date all rules, regulations, resolutions and orders of the Board, conflicting with the same, shall be void and of no effect.

SECT. 3. Any amendment to these rules and regulations must be proposed in writing at a regular meeting of the Board and lie over until the next regular meeting, when it must receive the sanction of two-thirds of all the members.

SELECTIONS FROM THE PUBLIC STATUTES

[REVISED LAWS, CHAPTER 42]

THE PUBLIC SCHOOLS

PUBLIC SCHOOLS; ALSO SUBJECTS OF STUDY.

SECTION 1. Every city and town shall maintain, for at least thirty-two weeks in each year, a sufficient number of schools for the instruction of all the children who may legally attend a public school therein, except that in towns whose assessed valuation is less than two hundred thousand dollars, the required period may, with the consent of the board of education, be reduced to twenty-eight weeks. Such schools shall be taught by teachers of competent ability and good morals, and shall give instruction in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, the history of the United States, physiology and hygiene, and good behavior. In each of the subjects of physiology and hygiene, special instruction as to the effects of alcoholic drinks and of stimulants and narcotics on the human system shall be taught as a regular branch of study to all pupils in all schools which are supported wholly or partly by public money, except schools which are maintained solely for instruction in particular branches. Bookkeeping, algebra, geometry, one or more foreign languages, the elements of the natural sciences, kindergarten training, manual training, agriculture, sewing, cooking, vocal music, physical training, civil government, ethics and such other subjects as the school committee consider expedient may be taught in the public schools.

HIGH SCHOOLS

SECTION 2. Every city and every town containing, according to the latest census, state or national, five hundred families or householders, shall, and any other town may, maintain a high school, adequately equipped, which shall be kept by a principal and such assistants as may be needed, of competent ability and good morals, who shall give instruction in such subjects designated in the preceding section as the school committee consider expedient to be taught in the high school, and in such additional subjects as may be required for the general purpose of training and culture, as well as for the purpose of preparing pupils for admission to state normal schools, technical schools and colleges. One or more courses of study, at least four years in length, shall be main-

SELECTIONS FROM THE PUBLIC STATUTES

tained in each such high school and it shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year.

BIBLE TO BE READ IN THE SCHOOLS

SECTION 19. A portion of the Bible shall be read daily in the public schools, without written note or oral comment; but a pupil whose parent or guardian informs the teacher in writing that he has conscientious scruples against it, shall not be required to read from any particular version, or to take any personal part in the reading. The school committee shall not purchase or use school books in the public schools calculated to favor the tenets of any particular religious sect.

SCHOOL ATTENDANCE

CHAPTER 320. REVISION OF 1905

SECTION 1. Every child between seven and fourteen years of age and every child under sixteen years of age who cannot read at sight and write legibly simple sentences in the English language, shall attend some public day school in the city or town in which he resides during the entire time the public day schools are in session, subject to such exceptions as to children, places of attendance and schools as are provided for in section three of chapter forty-two and sections three, five and six of this chapter. The superintendent of schools or, if there is no superintendent of schools, the school committee, or teachers acting under authority of said superintendent or committee, may excuse cases of necessary absence. The attendance of a child upon a public day school shall not be required if he has attended for a like period of time a private day school approved by the school committee of such city or town in accordance with the provisions of the following section, or if he has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if he has already acquired such branches of learning, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable. Every person having under his control a child as described in this section shall cause him to attend school as herein required; and if he fails for five day sessions or ten half day sessions within any period of six months while under such control to cause such child, whose physical or mental condition is not such as to render his attendance at school harmful or impracticable, so to attend school, he shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than twenty dollars. Whoever induces or attempts to induce a child to absent himself unlawfully from school, or employs or harbors a child

who, while school is in session, is absent unlawfully from school shall be punished by a fine of not more than fifty dollars.

CHAPTER 44.

VACCINATION OF CHILDREN; ALSO EXCLUSION FROM SCHOOL ON ACCOUNT OF CONTAGIOUS DISEASE.

SECTION 6. A child who has not been vaccinated shall not be admitted to a public school except upon presentation of a certificate signed by a regular practising physician that he is not a fit subject for vaccination. A child who is a member of a household in which a person is ill with smallpox, diphtheria, scarlet fever or measles, or of a household exposed to such contagion from another household as aforesaid, shall not attend any public school during such illness or until the teacher of the school has been furnished with a certificate from the board of health of the city or town, or from the attending physician of such person, stating that, in a case of smallpox, diphtheria or scarlet fever at least two weeks, and in a case of measles, at least three days, have elapsed since the recovery, removal or death of such person, and that danger of conveying such disease by such child has passed.

CHAPTER 46

HABITUAL ABSENTEES

SECTION 4. (*As amended by chapter 330, Acts of 1903, and by chapter 220, Acts of 1904.*) A child between seven and sixteen years of age who may be found wandering about in the streets or public places of any city or town, having no lawful occupation, habitually not attending school, and growing up in idleness and ignorance, shall be deemed to be an habitual absentee, and, unless placed on probation as provided in section seven, may, upon complaint by a truant officer or any other person and conviction thereof, if a boy, be committed to a county truant school, or to the Lyman School for boys, and, if a girl, to the State Industrial School for girls; but if the girl be under twelve years of age she shall be committed to the custody of the state board of charity, if they so request, for not more than two years.

HABITUAL SCHOOL OFFENDERS

SECTION 5. (*As amended by chapter 330, Acts of 1903, and by chapter 220, Acts of 1904.*) A child under fourteen years of age who persistently violates the reasonable regulations of the school which he attends, or otherwise persistently misbehaves therein, so as to render himself a fit subject for exclusion therefrom, shall be deemed to be an

habitual school offender, and, unless placed on probation as provided in section seven, may, upon complaint by a truant officer and conviction thereof, if a boy, be committed to a county truant school, or to the Lyman School for boys, and, if a girl, to the State Industrial School for girls; but if the girl be under twelve years of age she shall be committed to the custody of the state board of charity, if they so request, for not more than two years.

TRUANTS ON PROBATION

SECTION 7. A court or magistrate by whom a child has been convicted of an offence under the provisions of this chapter may place such child on probation under the oversight of a truant officer of the city or town in which the child resides, or of a probation officer of said court, for such period and upon such conditions as said court or magistrate may deem best; and if, within such period, the child violates the condition of his probation, such truant officer or probation officer may, without warrant or other process, take the child before the court, and the court may thereupon sentence him or may make any other lawful disposition of the case.

DUTIES OF TRUANT OFFICERS

SECTION 13. A truant officer may apprehend and take to school, without a warrant, any truant or absentee found wandering about in the streets or public places thereof.

[REVISED LAWS, CHAPTER 106]

EMPLOYMENT OF CHILDREN

WHEN CHILDREN UNDER FOURTEEN MAY NOT BE EMPLOYED

SECTION 28. No child under the age of fourteen years and no child who is over fourteen and under sixteen years of age who does not have a certificate as required by the following four sections certifying to the child's ability to read at sight and to write legibly simple sentences in the English language shall be employed in any factory, workshop or mercantile establishment. No child under the age of fourteen years shall be employed at work performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or be employed at work before six o'clock in the morning or after seven o'clock in the evening.

PROVISIONS RELATING TO EMPLOYMENT OF CHILDREN UNDER SIXTEEN

SECTION 29. No child under sixteen years of age shall be employed in a factory, workshop or mercantile establishment unless his employer

SELECTIONS FROM THE PUBLIC STATUTES

procures and keeps on file, accessible to the truant officers of the city or town, and to the district police and inspectors of factories and public buildings, an age and schooling certificate and keeps two complete lists of all such minors employed therein, one on file, and one conspicuously posted near the principal entrance of the building in which such children are employed, and also keeps on file and sends to the superintendent of schools or, if there is no superintendent, to the school committee a complete list of the names of all minors employed therein who cannot read at sight and write legibly simple sentences in the English language.

EMPLOYMENT TICKET AND AGE AND SCHOOLING CERTIFICATE.

SECTION 32. The age and schooling certificate of a minor under sixteen years of age shall not be approved and signed until he presents to the person who is authorized to approve and sign it an employment ticket duly filled out and signed. A duplicate of each age and schooling certificate shall be filled out and shall be kept on file by the school committee.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1906

Andover, Mass.
THE ANDOVER PRESS
1907

SCHOOL COMMITTEE

COLVER J. STONE, <i>Chairman</i> , . . .	Term expires 1908
1 Locke Street	
MRS. ELLA S. MORRILL, . . .	Term expires 1907
West Parish	
MRS. L. A. WILSON, . . .	Term expires 1907
Ballardvale	
WILLIAM A. TROW, . . .	Term expires 1907
Frye Village	
THOMAS DAVID, . . .	Term expires 1908
61 Red Spring Road	
BURTON S. FLAGG, . . .	Term expires 1908
27 Bartlet Street	
GEORGE T. EATON, . . .	Term expires 1909
73 Bartlet Street	
CHARLES W. CLARK, . . .	Term expires 1909
23 Summer Street	
ALBERT W. LOWE, . . .	Term expires 1909
33 Summer Street	

Secretary and Superintendent

CORWIN F. PALMER, . . . 112 Main Street

GENERAL COMMITTEES

Financial and Advisory

CHARLES W. CLARK,

BURTON S. FLAGG,

WILLIAM A. TROW.

Teachers

GEORGE T. EATON,

MRS. L. A. WILSON,

MRS. E. S. MORRILL.

Books and Supplies

THOMAS DAVID,

BURTON S. FLAGG,

ALBERT W. LOWE.

Cornell Scholarships, Phillips Academy

GEORGE T. EATON,

WILLIAM A. TROW,

COLVER J. STONE.

Cornell Scholarships, Abbot Academy

MRS. L. A. WILSON,

MRS. E. S. MORRILL

CHARLES W. CLARK

DISTRICT COMMITTEES

Punchard High School

WILLIAM A. TROW,

GEORGE T. EATON,

CHARLES W. CLARK.

Stowe, John Dove and Samuel C. Jackson

BURTON S. FLAGG,

ALBERT W. LOWE,

COLVER J. STONE.

Indian Ridge, Bradlee, and Richardson

MRS. L. A. WILSON, THOMAS DAVID,
WILLIAM A. TROW.

West Centre, North, Bailey, and Osgood

MRS. E. S. MORRILL, CHARLES W. CLARK,
BURTON S. FLAGG

TRUANT OFFICERS

HERBERT L. WHITE, Argilla Road.
JAMES A. EATON, 19 Cuba Street
ELMER H. SHATTUCK, Ballardvale

COMMITTEE MEETINGS

The first Tuesday evening of each month, at half past seven, at
the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8—8.30 A.M. ; 4—5 P.M.

Also on Tuesdays and Fridays, 7—7.30 P.M.
at School Committee's rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3, is heard at 7.15 o'clock in the morning, there will be no session of the PUNCHARD School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon.

CALENDAR FOR THE SCHOOL YEAR, 1906—07

FALL TERM

Begins September 10, 1906 . . . Ends December 14, 1906

WINTER TERM

Begins December 31, 1906 . . . Ends April 5, 1907

SPRING TERM

Begins April 15, 1907 . . . Ends June 21, 1907

FALL TERM

Begins September 9, 1907 . . . Ends December 13, 1907

TERM-TIME HOLIDAYS

February 22, April 19, May 30, Thanksgiving Day and the day following.

JANITORS

Punchard, Stowe and John Dove Schools .	Herbert L. White
Indian Ridge School	James A. Eaton
Bradlee School	Herbert Clarke
Richardson School	David Gordon
West Centre School	Edward F. Abbott
North School	James E. McGovern
Bailey School	W. D. Fletcher
Osgood School	Caroline Spickler

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1906,	1,248
Increase since 1905,	37
Number of children between seven and fourteen years of age,	861
Decrease since 1905,	30
Number of children fourteen years of age,	120
“ “ thirteen “	124
“ “ twelve “	122
“ “ eleven “	111
“ “ ten “	113
“ “ nine “	137
“ “ eight “	115
“ “ seven “	139
“ “ six “	131
“ “ five “	136

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school-houses and lots,	175,000
Estimated value of books and apparatus,	12,500

III. SCHOOL BUILDINGS.

Number of school buildings,	11
Number of rooms,	42
Number of rooms not occupied,	2

IV. TEACHERS.

Whole number of teachers,	45
Number of principals of buildings,	7
Number of kindergarten teachers,	3
Number of special teachers,	5

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 22, 1906.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership.	Average Attendance.	Per cent. of Attendance
Punchard	High	Chas. L. Curtis Clarence L. Barton { Grace Lina Burt Mary E. H. Dern Alice A. Brown Susan L. Austin Blanche S. Jacobs Phoebe L. Hosmer	118	103.	99.6	97
Stowe	IX	Anna E. Chase	46	40.7	38.3	94
	VIII	Grace Hill	48	43.8	40.8	93
	VII	Caroline J. Burt	42	37.8	35.4	91
	VII-VI	Ethel R. Coleman	37	33.2	31.4	94
	VI	Gertrude J. Green	45	38.	36.	94
	V	Carolyn A. Dean	48	43.7	40.5	92
John Dove	IV	Annie M. Downes	45	42.	39.	93
	V-IV	Ida E. Jenkins	47	40.	37.5	94
	III	Alice S. Coutts	50	41.8	39.2	93
	III-II	Mary E. Milligan	47	44.7	40.6	91
	II	Jennie S. Abbott	45	41.	37.	90
	I	Adèle H. Duval	40	34.1	30.3	89
Sam'l C. Jackson	I	Marie Howard	41	32.8	28.8	88
	Kind'r'g't'n	{ Evelyn P. Reed Mary E. Scott Maude D. Blake	52	36.9	33.6	91
Indian Ridge	VIII-VII	Susan A. Ryan	35	29.	27.6	95
	VI-V	Alice Turner	41	33.6	30.9	92
	IV-III	Jean T. David	32	26.8	24.7	92
	III-II	Helena M. Lindsay	33	29.7	26.9	91
	I	Florance M. Prevost	27	23.3	21.7	93
	Kind'r'g't'n	S. Elizabeth Dodson	30	16.5	15.2	92
Bradlee	IX-VIII	Clara A. Putnam	22	18.7	17.7	95
	VII-VI	Charlotte A. Holt	33	27.	26.2	97
	V-IV	Cecilia A. Kydd	28	26.	24.2	95
	III-II	Ruby S. Copeland	37	30.9	29.4	95
	I	Florence I. Abbott	26	23.	21.	91
	Kind'r'g't'n	Mary E. Scott	25	15.4	14.2	92
Richardson	III-I	Helen W. Battles	42	35.	34.	97
	VI-IV	Jean A. Birnie	28	25.	23.	92
West Centre	VIII-V	Emily F. Carleton	25	22.8	20.8	91
	IV-I	Lola A. Murch	41	27.4	25.	91
North Bailey		Mabel S. Robinson	27	6	23.9	92
		Julia A. Brine	27	25.1	22.9	91
Osgood		{ Anne J. Caton Edna L. Merrill	29	22.	20.1	91
			1339	1136.7	1057.4	93

LIST OF TEACHERS

Corrected Feb. 1, 1907.

PUNCHARD SCHOOL

NAME	P. O. ADDRESS
Charles L. Curtis, Principal, <i>Greek and Latin</i>	45 Bartlet Street
Clarence L. Barton, <i>Sciences</i>	45 Bartlet Street
Mary E. Höhn Dern, <i>Mathematics</i>	173 Main Street
Susan L. Austin, <i>History</i>	1 Locke Street
Blanche S. Jacobs, <i>English Literature and Composition</i>	54 Whittier Street
Phoebe L. Hosmer, <i>French and German</i>	45 Bartlet Street
Edna G. Chapin, <i>Commercial Branches</i>	115 Main Street

STOWE SCHOOL

GRADE	NAME	P. O. ADDRESS
IX	Anna E. Chase, Prin.,	R. F. D. No. 1, Lowell
VIII	Grace Hill,	67 Bartlet Street
VII	Caroline J. Burtt,	Lowell Street, R.F.D. No. 1
VII, VI	Ethel R. Coleman,	42 Chestnut Street
VI	Gertrude J. Green,	51 Whittier Street
V	Carolyn A. Dean,	104 Main Street

JOHN DOVE SCHOOL

IV	Annie M. Downes, Prin.,	Elm Square
V - IV	Ida E. Jenkins,	54 Whittier St.
III	Alice S. Coutts,	34 Maple Avenue
III, II	Mary E. Milligan,	94 Main Street
II	Jennie S. Abbott,	Upland Road
I	Adèle H. Duval,	64 Whittier Street

SAMUEL C. JACKSON SCHOOL

I	Florance M. Prevost,	67 Bartlet Street
Kindergarten	Lucy A. Allen, Prin.,	68 Whittier Street
	Gertrude D. Tileston, Asst.	66 Chestnut Street

INDIAN RIDGE SCHOOL

VIII, VII	Susan A. Ryan, Prin.,	58 Summer Street
VI, V	Katherine D. Moynihan,	95 North Main Street
IV, III	Jean T. David,	61 Red Spring Road
III, II	Helena Lindsay,	11 Washington Avenue
I	Eva E. Stone,	175 High Street
Kindergarten	S. Elizabeth Dodson,	40 Haverhill Street

BRADLEE SCHOOL

IX, VIII	Clara A. Putnam, Prin.,	Frye Village
VII, VI	Charlotte A. Holt,	Scotland District
V, IV	Cecilia A. Kydd,	22 Cuba Street
III, II	Ruby S. Copeland,	Ballardvale
I	Florence I. Abbott,	Upland Road
Kindergarten	Gertrude D. Tileston,	66 Chestnut Street

RICHARDSON SCHOOL

III - I	Helen W. Battles, Prin.,	31 Lowell Street
VI - IV	Jean A. Birnie,	67 Poor Street

WEST CENTRE SCHOOL

Emily F. Carleton,	R. F. D. No. 1
Lola A. Murch,	20 Summer Street

LIST OF TEACHERS

11

NORTH SCHOOL

Katherine T. Hannon, 105 North Main Street

BAILEY SCHOOL

Julia A. Brine, R. F. D. No. 1, Lowell

OSGOOD SCHOOL

Agnes E. Duval, 64 Whittier Street

SPECIAL TEACHERS

Drawing — Katherine D. Whitman,	67 Bartlet Street
Music — Elizabeth Hoar,	134 Main Street
Physical Training — Edna P. Carret,	11 Ruthven Street, Roxbury
Amy L. Stork,	134 Main Street
Sewing and Cooking—Bessie P. Goldsmith,	60 Elm Street

LIST OF TEACHERS

WITH THE SALARY OF EACH FOR THE PRESENT
SCHOOL YEAR

PUNCHARD SCHOOL

Charles L. Curtis, Principal,	. . . . .	\$1800 00*
Clarence L. Barton,	. . . . .	750 00†
Mary E. Höhn Dern,	. . . . .	800 00†
Susan L. Austin,	. . . . .	800 00
Blanche S. Jacobs,	. . . . .	800 00
Phoebe L. Hosmer,	. . . . .	800 00
Edna G. Chapin,	. . . . .	800 00†

STOWE SCHOOL

Anna E. Chase, Principal,	. . . . .	\$800 00
Grace Hill,	. . . . .	550 00
Caroline J. Burt,	. . . . .	475 00
Ethel R. Coleman,	. . . . .	475 00
Gertrude J. Green,	. . . . .	500 00
Carolyn A. Dean,	. . . . .	525 00

JOHN DOVE SCHOOL

Annie M. Downes, Principal,	. . . . .	\$750 00
Ida E. Jenkins,	. . . . .	450 00
Alice S. Coutts,	. . . . .	500 00
Mary E. Milligan,	. . . . .	525 00
Jennie S. Abbott,	. . . . .	500 00
Adèle H. Duval,	. . . . .	550 00

SAMUEL C. JACKSON SCHOOL

Florance M. Prevost,	. . . . .	\$500 00
Lucy A. Allen,	. . . . .	425 00
Gertrude D. Tileston,	. . . . .	380 00

* One-half the salary of the Principal of the Punchard School is paid by the Trustees of the Punchard Free School.

† Salary paid by the Trustees of the Punchard Free School.

INDIAN RIDGE SCHOOL

Susan A. Ryan, Principal,	. . . . .	\$650 00
Katherine D. Moynihan,	. . . . .	425 00
Jean T. David,	. . . . .	425 00
Helena M. Lindsay,	. . . . .	450 00
Eva E. Stone,	. . . . .	425 00
S. Elizabeth Dodson,	. . . . .	400 00

BRADLEE SCHOOL

Clara A. Putnam, Principal,	. . . . .	\$750 00
Charlotte H. Holt,	. . . . .	475 00
Cecilia A. Kydd,	. . . . .	500 00
Ruby S. Copeland,	. . . . .	525 00
Florence I. Abbott,	. . . . .	500 00
Gertrude D. Tileston,	. . . . .	380 00

RICHARDSON SCHOOL

Helen W. Battles, Principal,	. . . . .	\$625 00
Jean A. Birnie,	. . . . .	500 00

WEST CENTRE SCHOOL

Emily F. Carleton, Principal,	\$500 00
Lola A. Murch,	425 00

NORTH SCHOOL

Katherine T. Hannon,	\$425 00
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BAILEY SCHOOL

Julia A. Brine,	\$500 00
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OSGOOD SCHOOL

Agnes E. Duval,	\$500 00
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SPECIAL TEACHERS

Elizabeth Hoar,	\$550 00
Katherine D. Whitman,	550 00
Bessie P. Goldsmith,	450 00
Edna P. Carret,	. . . . .	250 00
Amy L. Stork,	. . . . .	100 00

SCHOOL BOARD'S REPORT

To the Citizens of the Town of Andover :

Your School Board submit herewith the following report of the work accomplished during the year 1906.

PUNCHARD SCHOOL

Extra radiation, at an expense of one hundred seventy-five dollars, has been installed in the vestibule, corridor and principal's room without impairing the efficiency of the plant or disturbing the balance of any part of the heating system.

BRADLEE SCHOOL

In accordance with the vote of the town the board has installed a heating plant in the Bradlee School at an expense of \$2825. Plans and specifications were submitted to five different contractors, bids were called for and received, and the contract finally awarded to Mr. George Saunders, he being the lowest bidder.

At the last annual town meeting the board was asked to give an estimate of the probable cost of installation, and the estimate given, which was necessarily a guess, the board having no available figures at the time and not having anticipated the action taken by the town, was several hundred dollars below the best figure which the board was able to obtain.

APPROACH TO BRADLEE SCHOOL

The board intended fully to carry out the instructions of the town with reference to putting into proper condition the roadway leading from Andover street to the schoolhouse ; but after careful investigation the board discovered that one-half of the roadway was owned by a private individual and the other half by the town. Under these peculiar circumstances the board was forced to conclude that the money could not legally be expended for the purpose for which it was appropriated. There was called to the attention of the board, however, the existence of an old

cart-path, over which the town probably has a right of way, running from Andover street by the house of one Scott to the rear of the school grounds. By the expenditure of seventy-five dollars this path has been converted into an approach to the school fully as accessible and convenient, for all practical purposes, as the roadway first above mentioned.

WEST CENTRE SCHOOL

When the new room was opened at the West Centre school difficulty in heating the building at once arose; but this trouble has been obviated by making certain changes in the furnace, piping and cold air box, which changes involved an outlay of seventy-five dollars.

Under the head of schools or maintenance the board reports a deficit of \$1062.57, under that of school-houses \$1606.39, and under that of books and supplies \$61.89, making a total deficit of \$2730.85.

With reference to maintenance the deficit is due to the fact that the appropriation was five hundred dollars less for 1906 than for 1905, that two extra teachers have been employed, the expenses for transportation has increased and about four hundred dollars has been expended for fuel which was consumed the previous year.

For school-houses the town appropriated \$4600. From this amount \$3300 had to be paid, which includes a balance of \$1300 due on the Indian Ridge heating plant, mentioned in our last annual report, and a partial payment of \$2000 on the Bradlee heating plant, leaving an available balance of only \$1300 for the ordinary repairs which invariably require a much larger sum.

CHANGES AT INDIAN RIDGE SCHOOL

In order to accomodate more pupils and to secure proper sanitary conditions the westerly room on the second floor of the Indian Ridge School must be enlarged. It is necessary, also, that four new floors should be laid. The appropriation needed to carry out this work and minor repairs is included in the recommendations appended herewith.

APPROACH TO PUNCHARD SCHOOL

It would be very desirable if the walk leading to the Pun-

chard School and a desirable space in front of the building were macadamized, and the board hopes that the town may take favorable action in respect of this matter. The cost of these proposed improvements, however, has not been included in our estimates for the current year.

FINANCIAL STATEMENT

For the better information of the public we present the following financial statement for the year ending December 31, 1906:

	RECEIPTS	EXPENDITURES
<i>Schools</i> —Appropriation,	\$29,500 00	\$29,553 08
Tuition, etc.,	53 50	
<i>School-houses</i> —Appropriation, . .	4,600 00	4,604 80
Received cash,	4 86	
<i>Books and Supplies</i> —Appropriation,	2,000 00	
Received cash,	2 43	2,002 26
Total,	<u>\$36,160 79</u>	<u>\$36,160 14</u>
Total Receipts,	\$36,160 79	
Total Expenditures,	36,160 14	
Unexpended Balance,		<u>65</u>
Total current expenses for year,		\$33,404.75
Per capita cost, based on average belonging,		29.39
Per cent. of current expenses of schools of the whole amount expended by the town, . . . . .		.21

EXPENDITURES IN DETAIL

Schools—

Teachers and Supervision,	\$24076 43
Janitors,	2086 82
Transportation,	1382 25
Fuel,	2590 33
Light,	64 28
Carriage Hire,	102 00
Printing,	85 85
Miscellaneous,	228 11
Total,	<u>\$30616 07</u>

Schoolhouses —

Balance Indian Ridge Heating,	\$1356 00
Radiators, Bradlee,	98 85
Roadway, Bradlee,	75 00
Heating, Bradlee,	2000 00
Grading, Indian Ridge,	70 43
Installing Electric Lights,	22 25
Equalizing Pipes, Central Heating Plant,	46 98
Radiators, Punchard,	225 00
Furnace, West Center,	83 23
Furniture,	160 05
Slate Blackboards,	51 45
Miscellaneous Repairs and Supplies,	725 01
Total,	<u>\$4914 25</u>

Books and Supplies —

Books,	\$ 777 23
Stationery,	684 60
Drawing Supplies,	267 40
Kindergarten Supplies,	86 28
Sewing and Cooking Supplies,	65 62
Music, not including books,	30 51
Expressage,	27 22
Miscellaneous,	125 40
Total,	<u>\$2064 26</u>

After a most careful and thorough inspection of every school building and grounds connected therewith, the board finds certain repairs, alterations and improvements to be absolutely necessary. Generally speaking, they include painting, shingling, grading, concreting, painting-up walls, furnishing new desks, blackboards, and gutters, protecting windows with iron netting, etc. The board has estimated the probable expense to be \$3000.

As to the regular appropriations for school work the board recommends the following: —

For Schools,	\$31,000.00
For School-Houses,	4,600.00
For Books and Supplies	2,000.00

Respectfully submitted, for the Board,

COLVER J. STONE, *Chairman.*

SUPERINTENDENT'S REPORT

To the School Committee of the Town of Andover:

I have the honor of herewith presenting to you my sixth annual report, that for the year 1906.

The year has not been marked by any unusual occurrences or changes. The legitimate work of the schools is done quietly and unobtrusively and goes on without a flourish of trumpets. Our teachers have labored faithfully and conscientiously in their several capacities and the children have responded to their efforts in a manner pleasing to us all.

CHANGES IN TEACHERS

There is not a large number of changes in the personnel of our teaching force to record.

Miss Alice M. Wyman, a teacher in the Salem Normal school, began the present school year as kindergarten supervisor and teacher in place of Miss Evelyn P. Reed resigned, and Miss Lucy A. Allen, a recent graduate of the New Britain Normal School, succeeded Miss Mary E. Scott, who declined a re-election. Miss Wyman resigned at holiday time to return to Salem. Miss Allen was advanced to her place and Miss Gertrude Tileston of Hyde Park was elected to the position previously held by Miss Allen.

The necessity for so many changes in the composition of our kindergarten force at a somewhat critical juncture in the development of our plans for correlating the kindergarten and first grade work, is to be regretted, but I have every reason to believe not only that the quality of the work done has not deteriorated in consequence, but that the outlook for the future is very encouraging. One of the most satisfying features is the loyal spirit of cooperation and mutual helpfulness which characterizes all connected with the work, parents, primary teachers, kindergartners.

Miss Marie Howard resigned as teacher of Grade I in the Samuel C. Jackson School, Miss Florance M. Prevost was trans-

ferred to this school from a similar position at the Indian Ridge School and Miss Eva E. Stone was elected to fill the place thus left vacant.

In August, Miss Alice Turner resigned her position as teacher of Grades V and VI at the Indian Ridge School and Miss Agnes E. Duval, who had been teaching at Minneapolis, was elected to the position. But Miss Duval, after teaching a few weeks was obliged to ask for leave of absence for the remainder of the year and Miss Katherine Moynihan, who had been teaching at Berlin, N. H., took the place.

Miss Mabel S. Robinson who had taught five years in the Abbott and North Districts declined a re-election and Miss Katharine T. Hannon, who had been teaching in Tiverton, R. I., and North Andover, succeeded her.

At holiday time Miss Edna L. Merrill resigned as teacher at the Osgood School to accept a position at Manchester, N. H., her home, and Miss Agnes E. Duval was assigned to the place.

ANDOVER VS. "FOREIGN" TEACHERS

Sometimes the school authorities are asked why they do not employ more residents of Andover as teachers in the schools. A brief reference to the list of teachers printed elsewhere will satisfy anyone, I think, that there is a fair share of Andover residents in our corps. Leaving out kindergarten, special and high-school teachers it stands as follows:

Residents of Andover, 20.

Resident elsewhere, 10.

Of these ten, six have taught from five to eleven years in town, and it may be said that they have almost gained their residence. If the kindergarten teachers are included, the lists stands

Residents of Andover, 21.

Resident elsewhere, 12.

If the special teachers are likewise included, we have

Residents of Andover, 23.

Resident elsewhere, 15.

If the high school teachers are also included, the list stands

Residents of Andover, 24.

Resident elsewhere, 17.

This latter does not include the principal of the Punchard School, and the three Punchard teachers chosen by the Board of Trustees.

NINTH GRADE PROMOTIONS

In June forty-two pupils were promoted from the Ninth Grade to the Punchard School. Of this number thirty-five were from the Stowe School, seven from the Bradlee and one from the Bailey. Their names are given below. Appropriate exercises were held in the several rooms where there were Ninth Grade pupils, and certificates were presented to them, stating that they had satisfactorily completed the work of the elementary school and were promoted to the Punchard school.

In deciding upon this promotion the most important question to decide is what is for the best interest of the child. In what grade or school will he derive the most benefit the coming year? To quote from the note to parents printed on the back of our promotion card :

“In deciding upon the promotion or reduction of a pupil everything that has any bearing upon the matter is carefully considered for a long time previous by both teacher and superintendent. The child's age, the length of time he has been in the grade, his health, inclination to study, natural aptitude, his interests, companionship, home influence, environment, are all factors in determining whether he should be promoted or not, quite as much as the knowledge he has already acquired and the extent to which he has profited by the training of the schools.”

It is a difficult problem. In every class there are a number of pupils who do very much better work in the Punchard School than their work in the grammar schools gave promise of. There are three pupils in the present freshman class at the Punchard School who were not entitled to promotion last June if judged entirely on the basis of scholaship and yet they are doing well in the higher school. On the other hand there are at least two pupils who held high rank in the grammar school who have not sustained themselves with credit in their first year's work at Punchard. What is the explanation? The different environment may afford a partial explanation, but I think the most potent factor is to be found in the physical and mental changes which are taking place within the pupil. He or she is *not* the

same child as last year. With these changes due to growth have come new interests, new attractions in the world—the social world. If the child is dealt with helpfully, sympathetically, wisely at this time, until he “finds” himself, until he has adjusted himself to the new conditions, all will be well with him. This is no time for the bungler in child training or for the glorification of red tape and inexorable per cents.

William Batchelor . . .	School street
Jennie Barrett . . .	54 Haverhill street
Mae Brown . . .	54 Main street
Augustine Conroy . . .	38 Main street
Ola Coyne . . .	5 Pine street
William Cronin . . .	38 Stevens street
Joseph Daley . . .	14 Bartlet street
Marion Dearborn . . .	109 Elm street
Roy Dearborn . . .	109 Elm street
Richard Donovan . . .	16 Pearson street
Eva Erving . . .	59 Salem street
Mary Erving . . .	59 Salem street
Charles Eyers . . .	Chickering court
Gaylord Gates . . .	138 Main street
Anne Gillen . . .	16 Florence street
Eva Howell . . .	28 Summer street
Mildred Jenkins . . .	54 Chestnut street
Arthur Johnson . . .	Salem street
Thomas Kyle . . .	Elm street
Edward Lawson . . .	35 Maple avenue
John Lewis . . .	22 Washington avenue
Marjorie Morrill . . .	Shawsheen street
Fred Morrison . . .	316 North Main street
Mamie Myers . . .	Stinson street
Lauretta O'Connor . . .	17 Harding street
Blanchard Ralph . . .	53 Phillips street
George Richardson . . .	73 Park street
Bessie Sellars . . .	Highland road
Anna Sweeney . . .	7 Clark's court
Alice Temple . . .	228 Highland road
Mary Traynor . . .	48 Haverhill street
Lawrence Watts . . .	25 Central street

Eric Wilson	23 Railroad street
Norman Williams	53 Phillips street

BRADLEE SCHOOL

Agnes Cummings	River street
Nellie Daley	Tewksbury street
Henrietta Jaques	River street
Marcia Matthews	Andover street
Wilfred Moody	Clark Road
Loyola Riley	High road
Margaret Wheatley	Andover street

BAILEY SCHOOL

Burleigh Fletcher	Lowell, R. F. D., No. 1
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SCHOOLING CERTIFICATES

During the year I issued age and schooling certificates to fifty-seven children. It seems not to be fully understood that according to the law an age and schooling certificate cannot be granted to a child until he presents an employment ticket duly filled out by his intending employer. The child must get employment before he can obtain his certificate. He cannot get his certificate first and then seek employment. The law which went into operation a year ago requiring all illiterates under sixteen to attend school is a wise one. It affected only two children in Andover. At the present time there are no children in the town who come under the operation of the law.

SCHOOL PHYSICIAN

The last legislature by an act approved June 20, 1906, provided for the appointment of one or more school physicians in every city and town of the Commonwealth.

The text of the law is printed elsewhere and it is therefore not necessary to repeat its provisions here. I wish merely to call attention to Section 7, which states that no expenditure or indebtedness may be incurred prior to an appropriation to carry out the provisions of the act. I hope that such an appropriation will be made and that a school physician may be appointed. It seems to me advisable that one person should perform the

joint duties of town physician and school physician and that the school committee act in conjunction with the local board of health in all matters pertaining to the provisions of this law.

ADJUSTABLE DESKS

I wish to call the attention of the Board to the need of more adjustable desks. In a number of the rooms the desks are very old and their tops as well as the surfaces of the chairs are rough and unfit for use. The height of desks and chairs should be adjustable to the height and size of the children that they may sit in an easy and natural position. Curvature of spine and other deformities which result from children sitting upon seats and at desks not properly fitted to them are much more common than is supposed. At best it is an unnatural thing for an active child to sit from four to five hours daily in the same position. The adjustable desk mitigates the evil as much as possible and I hope at no distant day all the children of the town will be provided with them. I give below a statement of the number of adjustable and non-adjustable desks in each building.

	ADJUSTABLE	NON-ADJUSTABLE
Punchard	78	77
Stowe	127	178
John Dove	82	132
Samuel C. Jackson		35
Indian Ridge	104	64
Bradlee	81	100
Richardson	60	
West Centre		36
North	20	6
Bailey		28
Osgood		36
Total	551	682—1233

A LARGER ROOM AT INDIAN RIDGE

The rear room in the second story of the Indian Ridge building occupied by the first grade is entirely too small and I recommend that it be enlarged. This can easily be done by extending it eight or ten feet to the south taking in a portion of the attic. The estimated expense is between \$300 and \$350.

ECONOMY IN THE USE OF SCHOOL MATERIAL

In a former report I mentioned some of the objections to the law which requires that all supplies be furnished gratuitously to pupils in the public schools. The advantages of the law overbalance the disadvantages. But there are disadvantages. One of these is the tendency to wastefulness upon the part of children. Our teachers are doing much to check this tendency and I think no fault can be found with them in this respect. It is a condition which they cannot entirely control. In the upper grammar grades the difficulty is greater than in the grades below and in the Punchard School it reaches a climax, especially among the boys. I know that the teachers there are doing their duty in the matter. One of them some time ago handed me a sheet of the common manilla arithmetic paper upon which some pupil had printed in large letters the following:

PLEASE DON'T WASTE
THE PAPER!
IT COSTS \$.15 PER
THOUSAND SHEETS!
PER ORDER
CITIZENS OF ANDOVER.

Now this estimate of the cost is not far from correct. It costs thirteen cents a thousand sheets. This teacher had done what she could to cultivate habits of economy and care in the use of material and books, but this pupil and there are others in the same state of mind, evidently thought she was making much ado about nothing, that it was belittling for boys and girls who had advanced to the high school grade to give attention to such small matters of economy. But it is not alone the waste that we are concerned in. The formation of wrong habits, the cultivation of wrong ideals to carry with them into life is a matter of greater moment to the children and to the community. I speak of this matter here hoping that the aid of parents may be enlisted.

GEOGRAPHY

There will be published at once as an appendix to this report, the new course of study in Geography.

We now have in use from the fourth to the ninth grades the Tarr & McMurry series. Previous to the introduction of these texts many conferences of the teachers and superintendent were held. At these meetings the comparative merits of the texts were discussed and desirable changes in the old course were suggested. We have also called into our conferences Mr. W. C. Moore, teacher of geography in the Salem Normal school and Miss Lillian A. Ordway, who occupies a similar position in the State Normal School at Framingham. The former spent one day here last Spring, visiting the schools, and Miss Ordway has given us three days of her time this winter. Geography when properly taught is one of the most interesting and stimulating subjects in the curriculum of the elementary school. It is not a routine study. It is perhaps, of all, the subject which is the severest test of the teacher's power. While the best text books supplementary readers, maps and other aids are needed to secure the most satisfactory results, it is in no sense a mere textbook subject. The teacher must herself be a student, she must have gained a comprehensive grasp of the subject from much observation reading and thought. Elsewhere I have given a carefully selected list of the best books for teacher's reading. It is not claimed that it is exhaustive. The teacher of geography should be also a constant reader of good books of travel, which were never so numerous as at the present time. It is hoped that we may soon add to our equipment a good assortment of stereoscopic views with a sufficient number of stereoscopes. We are also in need of some new maps, especially physical maps in order to carry on the work in the best way.

NEW COURSE IN ARITHMETIC

There will also be found in the appendix to this report a new course for the study of arithmetic. It emphasizes the practical side of the subject, and is more in conformity to the new edition of Walsh's Arithmetics which we are now using.

CORPORAL PUNISHMENT

The question whether corporal punishment shall be administered or not is a complex one and not easily answered. It is dependent upon such a variety of circumstances that no invari-

able rule can be given. It is safe to say, however, that its frequent use in any school is always evidence of weakness or bad judgment upon the part of the teacher. An ideal teacher working under anything approximating normal conditions need never resort to it. But all agree that children, in order that they may be taught, must be under control, and since ideal conditions seldom exist it is sometimes better to rely upon such crude and seemingly harsh measures than that anarchy should prevail and the purposes of the school be defeated. I am averse to employing corporal punishment until every other means has failed. In case any teacher thinks it necessary to inflict this kind of punishment, she is expected to report promptly to the office on the subjoined blank the facts connected with the case.

CORPORAL PUNISHMENT REPORT

Name of child.....

Offence.....

.....

.....

Had there been a previous conference with the parents of the child?.....

Date of corporal punishment.....

Character of the punishment.....

.....

.....

Who witnessed the punishment.....

.....

Result.....

.....

.....

..... Teacher

.....190

THE LIBRARY AND THE SCHOOL

The public school and the public library are two sister agencies for intellectual, social and civic betterment. They are two great engines designed by our fathers for the moral uplift of the Commonwealth. Yoked together and wisely directed they are most powerful. The local library authorities have ever been generous in their allotment of books to the teachers and the Schools. The changes recently made and under contemplation at Memorial Hall Library will still further add to its usefulness by allowing the pupils in the public schools to come into that closer contact with the books there which is so helpful to young children whose tastes in reading are just forming.

To supplement what Memorial Hall is doing for us we have formed the nucleus of a school library in each of the buildings. These books have come from a variety of sources. Some have been presented by friends and patrons of the schools, some have been secured by the combined efforts of teachers and pupils, others have come direct from the publishers as sample copies sent to the Superintendent, while a few have been purchased from the public funds. It is very desirable that we should have in each building a few shelves of carefully selected reference books, and books supplementary to the school studies. These should consist in large part of biography, travel, popular science, and literature suited to the children of school age. It is hoped that some means may be found to add to the nuclei already formed. Below is given the number of books at present in the School library of each building.

Punchard,	635	volumes
Stowe,	60	"
John Dove,	47	"
Indian Ridge,	75	"
Bradlee,	115	"
Richardson,	186	"
West Centre,	28	"
North,	40	"
Bailey,	73	"
Osgood,	64	"

SCHOOL GARDENS

The Village Improvement Society added another chapter to

their interesting work in behalf of the school children by distributing something over 2300 packages of flower seed among them, as heretofore, at the nominal price of one cent a package. Prizes were offered and a large number of children at the close of the schools in June entered their gardens for competition. The interest manifested was greater than usual and the gardens generally showed more careful tillage. The following is the list of the prize winners :

FIRST PRIZES — \$1 EACH —

Elizabeth and Millie Bailey . . .	Lewis street
Frank Boland	Holt street
Arthur and Ralph Cole	Elm street
Mary Cronin	Elm court
Gordon Whitman	Pine street
Elizabeth Ferguson	Ballard Vale

SECOND PRIZES — 50 CENTS EACH —

Adam and Emma Michilini . . .	Pearson street
Gertrude Traynor	Haverhill street
Irene Valentine	Elm court
Helen and Elizabeth Smith . . .	High street
Aileen Wood	Ballard Vale
Thelma Wanamaker	" "
Alice Davis	" "
Florence and Marion Schneider .	" "

GRATUITIES — 25 CENTS EACH —

John Ronan	Ridge street
Gertrude and Winthrop White . .	Reservation Road
Louis, Joseph and Mary Basso . .	Pearson street
Daniel Kenelley	Elm court
Edna Francis	High street
Maud Orcutt	Maple avenue
Chas. Shattuck	" "
Florence O'Connell	Elm court
Helen Goodwin	Essex street
Elsie and Hazel Stiles	Washington avenue
Annie Platt	Pine street

Katherine Myatt . . .	Highland road
Margaret Hinchcliffe . .	" "
Louise and Marie Daley .	Bartlet street
Mollie Cronin . . .	Ballard Vale
Dorothy Shattuck . . .	" "
Theresa Wheatley . . .	" "
Fred Shattuck . . .	" "

HONORABLE MENTION

Ellen Wetterberg . . .	Maple avenue
Edward and Holbrook Dodge	Park street
George Brown . . .	Ballard Vale
Howard Conkey . . .	" "
Edith Gill . . .	" "
Flossie and Ruth Greenwood	" "
Mary York . . .	" "

In addition to the above the children of the Bradlee School, under the direction of their teachers, prepared two plots of ground in the school yard and planted them with flowers and vegetables. The children were quite enthusiastic over the planting and culture of their little gardens and the results were very much to their credit.

BOSTON TRIP

The Ninth Grade pupils and teachers made their annual trip to Boston last Spring under conduct of the Superintendent where the usual round of places was made. The day was changed to Friday in part that we might have an opportunity of visiting the State House while the Legislature was in session. Through the courtesy of Speaker John N. Cole this part of the day was of unusual interest. We were the recipients of many favors at his hands, all of which were highly appreciated.

PARENTS' DAY

Parents' Day was observed again last Spring in all the schools and the results were quite gratifying. The attendance of fathers and mothers was larger than in any previous year, and although some of the teachers feel the additional strain thus put upon them, all agree, I think, that these occasions are very profitable to all concerned.

LONGFELLOW CENTENNIAL

On the twenty-seventh of February occurs the one-hundredth anniversary of the birth of Henry Wadsworth Longfellow. Perhaps the name of no English or American writer is so familiar to school children as his. They recognize his portrait as readily as they do that of Washington. Many of his poems have been memorized by the older ones and they know something of the story of his life. It is therefore fitting that we should signalize the coming centennary of his birth by appropriate exercises in all the schools.

CONCLUSION

In conclusion I wish to express my appreciation of the splendid spirit of loyalty manifested by our whole teaching force in the performance of the exacting and laborious work assigned them. The people of Andover may justly feel proud of them.

I wish to thank the citizens at large for their many expressions of confidence and good-will, and the members of the committee for their courtesy and kindly support.

Respectfully submitted,

CORWIN F. PALMER.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools :

DEAR MR. SUPERINTENDENT : — I herewith submit my third annual report as principal of the Punchard School, for the year ending February 1, 1907.

MEMBERSHIP Total number of pupils enrolled, one hundred two. Average per cent. of attendance, ninety-seven. Present number : —

	BOYS	GIRLS
Seniors,	3	21
Juniors,	3	6
Sophomores,	6	22
Freshmen,	16	13
Special,		1
Post Graduates,		2
	—	—
Total,	28	65

We have lost nine pupils this year, one senior, three second year, five first year pupils. Four due to failure to do the work, four obliged to go to work, one moved from town. Three of these will return next year. The present freshman class includes four boys who failed in last year's class, and two who left school last year and returned this. Every year there are three or four pupils who enter for a few days without any serious intention of remaining. This year has been no exception. In my three years here eleven girls have left school for the following causes : Two moved from town, six behind in their work at the beginning. Of the boys, thirty-four have left; ten were behind in their work at beginning. Total number who have left in three years who were up in their work at the beginning, girls five, boys twenty-four. Left to attend other schools, boys three, girls two. It has seemed to me that this is an unusual number who leave school without finishing their courses, but a careful

investigation of the records from 1872 to 1885 inclusive, convinces me that this proportion is only an average one for Andover.

NUMBER ENTERING

The number of pupils promoted from the ninth grade of the town last June was forty-three; of these twenty-nine entered the Punchard School, and three the Academy. The number of grammar school graduates is very small considering the population. It seems, too, that a larger proportion of the pupils graduating from the Grammar Schools should take up secondary work. Of the number who do enter, two things are evident.

1. That the girls are very persistent in their membership.
2. That the boys are not.

Every effort is being made to make the school appeal to the boy, and I feel that there is a growth in this matter. Parents, however, are requested to use their influence in every way, not only to keep the boys in school, particularly during the critical first year, but also to coöperate in every way with the teacher toward insisting upon their doing a satisfactory grade of work. Seventy-five per cent. of the boys who left during the last three years have been those who did not pass in their work.

SCHOLARSHIP

Again we can say that the grade of scholarship is steadily rising. Two hours a day of home study is expected of all pupils in the school, and parents who do not see that their boys and girls are doing this, must bear the responsibility for their failure. Unfortunately, there are many pupils who dawdle listlessly over their books for an hour or two, in the afternoon or evening, thinking they are studying. This sort of "studying" is almost worse than none at all, as it leads to a habit of mental laziness and inattention. Every pupil, upon finishing an hour of home study, should be able to give his parents an accurate and concise account of what he has learned during that hour. If he cannot do it he has not been properly studying, and the parent should often insist upon this kind of test. A knowledge of the subject upon the parent's part is not a necessity. A boy can give his father an excellent account of the football game, although the father may never have seen a game.

It may be a great encouragement to parents to know that a

pupil who is promoted at the close of the second year seldom or never fails during the last two years. Therefore, we earnestly ask the parents these things. See that the pupil stays in school for two years, see that he studies at home two hours a day, see that he uses common sense about his studying by being able at any time to tell clearly what he has just studied. The teachers will be responsible for the rest.

RESPONSIBILITY FOR OVER-WORK

In comparing the records of the present day with those of some years ago, one fact is very noticeable, that the present day pupils are pursuing many more hours of work. Fifteen hours seems to have been the number taken by all pupils up to within a comparatively short time. Pupils are now pursuing eighteen, twenty, and twenty-two hours, in many cases, besides music, physical training, and drawing. It is evident that a pupil carrying fifteen hours ought to do much better work than one carrying twenty hours. As to the necessity of this increased curriculum, I will say this; pupils fitting for college, technical, or normal schools must do the work required by those schools for admission. These schools have no care for the health or mental ability of prospective students, they are there for those who can do their work, and we, as obliged by law to prepare for these schools, have no option in the work, or in the lengthening or shortening of lessons. Certain ground must be covered in every subject every year and in a certain manner. For us to do less work is to violate the law and render ourselves liable. What then is the remedy for the over-worked pupil? Simply this, no pupil is obliged to complete the course in any given time, some take four years, some five. The responsibility must rest where it belongs, with the parent. If the parent insists that his boy, whose energies are largely spent in the art of growing, shall complete the course in a certain required time, regardless of his mental development and physical condition at that time, the parent and not the teacher is responsible. I desire to register right here, an earnest plea that teachers in High Schools be given a larger discretion as to the amount of work each pupil is to do in any given year, and to strongly advise that many boys and girls who are fitting for advanced

work shall plan the course for five years, as is done in many schools.

An important reason for the excess of boys in all schools who fail in the first year's work is undoubtedly that a boy at fifteen, in his general mental development, is, in most cases, not older than a girl of thirteen. In other words, girls develop mentally with greater rapidity from thirteen to sixteen, while boys do not reach this period of rapid development, ordinarily, until about eighteen, when they, in turn, surpass the girls in the rapidity of their mental development. This, too, must be borne in mind as a reason why girls, who have ranked high for the first two years of their course, often manifest a more or less sudden decrease in their rank for the last two years.

CHANGING COURSE

I wish to urge upon parents that when a pupil is safely embarked upon a certain course of work, they will use great care and judgment in requesting any change whatever, as changes from a course, particularly during the school year, can be made only at the discretion of the faculty. Cases of serious illness, of course, are excepted. The majority of parents have heartily coöperated with us in this matter, but there are a few who have made requests that have seriously embarrassed us, and seemed so decidedly unwise that we have been able to grant them.

SCHOOL SPIRIT

I have never known a school where the general spirit and good fellowship was more in evidence and where the pupils as a whole assumed to themselves the responsibility for order, in a more satisfactory manner. This, I feel, has been assisted by a number of school gatherings given on Friday evenings. The ordinary rules of decorum governing receptions and similar gatherings are an essential part of a school course.

PUBLIC SPEAKING

This branch of school work has been taken up this year in a new form. Every pupil will prepare and deliver, without notes, a debate upon some approved subject. In addition, extemporaneous speaking upon subjects of common interest is required of all pupils. Besides this, the public programs of the school, as those for Memorial Day, Washington's Birthday, Thanksgiving Day, presentation of athletic trophies, championship cups, etc.,

have been managed and carried out by pupils in a most successful and enthusiastic manner.

ADVANCED WORK

The period of decline of sending students to higher institutions of learning has been passed. Last year we sent a considerable number of students to colleges, normal and technical schools, and all are maintaining a high standard of work there. I desire to state here again that the Punchard School is, and has been for nearly three years, upon the list of schools approved by the New England College Certificate Board, and from which students of good rank may enter college without examinations upon the Principal's certificate. Every year there is found a number who do not understand this. Furthermore I would impress it upon all interested that this certificate will be given only to students of good standing for their course.

SECRET SOCIETIES

In view of the current discussion of the grave evils attending secret societies in secondary schools, I desire to here express my disapproval of the course sanctioned by many parents in allowing their boys to become members of a secret society, organized outside the school. While at present it may seem harmless enough, I feel it may become a serious menace to school work and loyalty. Of two evils, I would greatly prefer a society organized inside the school.

SCHOOL PAPER

Inasmuch as it has been found impossible to bring the busy public into the school, we have decided to bring the school to them, by the agency of a school paper. This is our one object of first importance in reorganizing the *Punchard Ensign*, although a second object, and an important one, is the literary and business training to be obtained for the pupils. In this work it is earnestly hoped that the public will heartily coöperate with us. We here extend our hearty thanks for the enthusiastic support already shown by both advertisers and subscribers in our first week of soliciting, and in our turn we promise them a business-like management and a fulfillment of all pledges.

TEACHERS

The school is much to be congratulated that only one change has been made in its teaching force, since my last report. The resignation of Miss

Brown, of the commercial department, to accept a more advantageous position in Danvers, was a matter of deep regret. We feel, however, that we have been very fortunate in securing the services of Miss Edna G. Chapin, a graduate of Smith College, and the head, for some years, of the commercial department of the Danielson High School.

GIFTS

The school has received from Superintendent Palmer, a gift of a large number of books from his private library, which will be valuable for our purpose. The school library is now being catalogued by the triple card system, and will be, when this is finished, accessible for use in all departments. A silk flag was presented to the school last spring by Gen. W. F. Bartlet Relief Corps. The Class of 1906, at their graduation, presented the school with four sections of the Della Robbia Cantorial frieze, of the Florentine School, fifteenth century. These sections cover about thirty-six square feet and cost some \$40.00. They have been put in place over the arch of the lower main corridor.

RECOMMENDATIONS

The needs of the school, in most respects, have been well supplied. The following, however, are much desired: 1. New adjustable desks for two rooms, to replace those in use for many years. 2. New dictionaries for several rooms now without them. 3. A repainting of the main wing of the lower corridor. 4. A delivery of supplies by some less awkward method than the temporary dismissal of boys from the school to procure them. 5. Last, but most important of all, a telephone. There is a great amount of correspondence and visiting that could be done by this method to much better advantage than by any other. No one who has not managed this feature of a modern high school can have any idea of the necessity of a telephone, and of its convenience to the patrons of the school. A private wire to the janitor's room and the physical training room in the Kindergarten building seems an absolute necessity.

I wish to here express my full appreciation of the support furnished by the school committee, trustees, superintendent, teachers, pupils, and the people of Andover generally, in what-

ever I have attempted to do for the welfare of the school. It is a pleasure such as a principal not always meets with, to work in Andover.

Sincerely yours,

CHARLES L. CURTIS.

THE PUNCHARD SCHOOL, February 1, 1907.

SUPPLEMENTARY REPORT

Inasmuch as the Goldsmith speaking for the last two years has been held at an earlier date than was the custom before, reports for two years are included in this report, in order that we may give the statistics up to date each year. Prizes for excellence in various subjects have been awarded as follows. The Goldsmith prizes of \$5.00 each for excellence in oral delivery, offered by the Alumni Association, were awarded in 1905 to Grace Margaret Coyne and Ernest Hadley Wood; in 1906, Cynthia Ella Flint and Clarence Edward O'Connell.

The Barnard prizes, for excellence in English Composition with oral delivery, first prize of \$20.00 to Ethel Augusta Hitchcock, second prize of \$12.00 to Margaret Cole, third prize of \$8.00 to Jane Agatha Coyne.

The M. E. Gutterson prizes for excellence in Botany were awarded a first prize of \$5.00 to Mira Bigelow Wilson, a second prize of \$3.00 to Edith Lee Whitman. The medal of the Punchard Botany Club was awarded to Marion Frances Greenwood.

The income of the Draper fund amounting to \$40.00, given for excellence in scholarship, to a student in his first year in some college, was awarded for the first time this year, to Alice Gertrude Kendall.

THE FORTY-EIGHTH ANNUAL COMMENCEMENT OF THE PUNCHARD SCHOOL, JUNE, 1906

Sunday, June 17, 10.30 a.m.—Baccalaureate Sermon to the Senior Class at Christ Church, by Rev. Frederic Palmer.

Wednesday, June 20, 4.00 p.m.—Class Day Exercises on Punchard Grounds, followed by Junior Reception to Faculty and Seniors in Punchard Hall.

Thursday, June 21, 7.45 p.m.—Graduation Exercises of Senior Class at the Town Hall.

CLASS DAY EXERCISES

CHORUS—"Under the Greenwood Tree" *MacFarren*
School

PRESIDENT'S ADDRESS OF WELCOME
Harold Fairbairn Saunders

STATISTICS
James William Daly

HISTORY
Edna Stevens Bennett

CHORUS—"To the Daffodils" *Barnby*
School

PROPHECY
Harry Sellers

ADDRESS TO UNDERGRADUATES
Alice May Gray

CHORUS—"My Luve's Like a Red, Red Rose" *Garrett*
School

IVY PLANTING
Blanche Gertrude Cross

SINGING OF CLASS ODE
Class of 1906
Music by Girls' Orchestra

GRADUATION EXERCISES

OVERTURE—"Schauspiel" *Bach*
Columbian Orchestra

MARCH

PRAYER
REV. FREDERICK WILSON

RESPONSE—"Sanctus" *Hayes*
 Quartette—Misses West and Cole
 Messrs. Sellers and Wood

SALUTATORY AND READING—From "Othello," Act I, Scene 3
 Alice Winniefred Symonds

ESSAY—"Some of Shakespeare's Sources"
 Margaret Cole

MUSIC—"From Romeo and Juliet" *Gounod*
 Columbian Orchestra

ESSAY—"Personality of Shakespeare as Seen in His Plays"
 Ernest Hadley Wood

PIANO SOLO—"Hexentanz" *MacDowell*
 Marion Louise Abbott

READING—"Wolsey's Address to Cromwell," King Henry VIII
 Grace Margaret Coyne

CHORUS—"It was a Lover and His Lass" . . . *Paul Ambrose*
 School

ESSAY—"Some of Shakespeare's Characters"
 Florence Rose West

CLASS GIFT

Presentation—Harold Fairbairn Saunders, President Class of 1906
 Acceptance—Philip Lewis Hardy, President Class of 1907

PRESENTATION OF GUTTERSON BOTANY PRIZES AND BOTANY
 CLUB MEDAL

SONNETS FROM SHAKESPEARE
 Mabel Adel Weeks

ESSAYS AND VALEDICTORY—"Shakespeare as Shown Through His
 Sonnets"
 Lucretia Webster Flint

PRESENTATION OF DIPLOMAS
 Superintendent Corwin F. Palmer

SINGING OF CLASS ODE
 Class of 1906

MUSIC—"From Romeo and Juliet" *Gounod*
 Columbian Orchestra

CLASS ODE

Tune—"Jubilee"

Classmates, Punchard days are over,
We must part from its dear halls;
We must leave its friendly portals,
For to us the wide world calls.

It is hard to think of parting;
Hard to leave this cherished spot,
Where such tender memories centre,
Where so bright has been our lot.

Punchard, thou hast been the harbor,
Where our fragile barks were moored:
Now the cables must be loosened,
And the storms of life endured.

But our crafts have all been strengthened,
And the crews made more steadfast
By thy tender, loving shelter
From the ocean's piercing blast.

Now farewell to thee, dear Punchard,
And to you, its friends, adieu;
And, O Classmates, this is hardest,
We must say good-bye to you.

Though the oceans may divide us,
Though the mountains rise between,
Though Death's angel e'en may part us,
May our love remain still keen.

We have struggled hard together,
Not for love of worldly fame;
But "GRADATIM AD PARNASSUM"
Sounds the end for which we aim.

Alice Winniefred Symonds.

CLASS MEMBERS

Marion Louise Abbott
Edna Stevens Bennett
Margarett Cole
Grace Margarett Coyne
Blanche Gertrude Cross
James William Daly
Lucretia Webster Flint

Alice May Gray
Harold Fairbairn Saunders
Harry Sellers
Alice Winniefred Symonds
Mabel Adel Weeks
Florence Rose West
Ernest Hadley Wood

DRAWING TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

In June an exhibition of the work of the year in drawing was placed in the School Committee room. Only a part of the work selected for the exhibition could be used on account of the limited wall space.

Few changes were made in the course of study for the year. In the primary grades more time has been devoted to paper cutting, and illustrative work, developing original thought and expression, and the power to represent simple objects. Lettering was introduced into all grammar grades, and some original work executed. Then followed a course in mechanical drawing, including working drawings from familiar objects, geometric problems and developments. Some weeks were then spent in model and object drawing, working from Japanese forms. One month is devoted to design work using abstract spots and natural elements, teaching symmetry and rhythm, and making surface designs, designs for plates and bowls, working these out in contrasted, dominant, and analogous harmonies.

One artist is studied in each grammar grade and book covers designed. The Spring term was devoted to nature work in pencil and color. We are some distance from an art centre, but I wish we could avail ourselves of some of the large traveling exhibits or loan collections, which are sent to schools and libraries. This would be of the greatest help, not only to the children but teachers thus making some of our work more vital. I trust that before long we shall find some means of placing a small library of art books in our schools.

The conditions at Punchard are not entirely satisfactory, not on account of lack of material, as I think the Committee is generous in the matter of supplies, but in the lack of room for care of materials.

There is great need of a desk, and a cabinet in the hall where the drawing lessons are given for drawing material. It will be for the best interest of the drawing department to have a safe place to keep the supplies. I wish to thank Miss Chapin

and her pupils for the excellent type written work in my course of study. An exhibition of the work of the pupils in the high school was held in Punchard Hall one afternoon and evening in June.

The work of the year was represented, which included object and model drawing, mechanical drawing, lettering, and illuminating, nature drawing, painting and design work.

The design work has helped to develop the creative powers of the pupils, this belongs to all who have imaginative gifts, but appreciation lies in every human soul.

Leather lends itself to several methods, simple embossing, modelling in low relief, carving, or cutting. It can be taught as a school craft because it is quite simple, noiseless and the results are quickly obtained.

Brass and paper lamp shades, scones, and trays of various shapes and sizes were constructed.

The stencil work was applied to cloth and paper, making table covers, pillows and shades. We do not expect the pupils to become actual workers in the Arts and Crafts they have studied, but it teaches them the theory of design, as employed in leather tooling, copper and brass work, enameling and working in color on wood, together with the application of historic ornament and modelling. All over the country Arts and Crafts work is attracting attention, and is in nearly every high school course of study.

We are not aiming in our work to make artists, but to make refined men and women; developing the aesthetic faculties of the child and helping him to love and appreciate the beautiful in art and nature.

Respectfully,

KATHERINE D. WHITMAN.

PHYSICAL TRAINING REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

Dear Sir :—Much time this year has been spent testing the eyes and the ears of the school children of Andover and many defective children have been found. The parents of all children found defective in either sight, hearing, or both, have been notified. With the assistance of Miss Stork 333 have been examined. The work has been continued this year as directed by the State Board of Health of Massachusetts. As these tests require much time each teacher has tested the children in her own room. With the assistance of Miss Stork all the High School girls have been tested, and Mr. Curtis has tested the boys. Many of the grade teachers have also been assisted in their tests by Miss Stork and myself.

FROM GRADE II TO IX INCLUSIVE

Number of children examined,	657
Number of children found defective in eyesight,	174
Number found defective in hearing,	38
Number of parents notified,	168

HIGH SCHOOL

Number examined (girls),	61
Number defective in eyesight,	9
Number defective in hearing,	1
Number of notices to parents,	4

NOTE — Hearing taken with the whispered voice as a test.

This is indeed a most important work, for children sometimes suffer for years with eye or ear trouble and their parents and teachers know nothing about it. It is hoped that all parents will co-operate with the teachers if their children are reported defective in either sight or hearing, and have them taken to a good physician for further examination.

The seating of the children was carefully examined the beginning of the year, and also again after the Christmas holidays. Changes, made necessary by the growth of the children since

September, were made so that the children might be seated as comfortably as possible.

Again I earnestly urge the speedy removal of the old school furniture, particularly in the primary grades. The desks are much too high in nearly every case, and the children will become round shouldered and near-sighted. A dozen seats added each year would soon complete the rooms where this furniture is so necessary, and then each child could have a comfortable seat.

Gymnasium work is still given to the High School girls, and again I would request that inexpensive apparatus be provided for their use. It is really necessary for continued interest in the work as well as for their best development.

New games have been added to the course in games in the different grades. More play apparatus is urgently needed such as basket ball posts and jumping standards.

The aim of the work remains the same, viz : the study of the child and the improvement of his mental condition through his physical improvement, and also the betterment of school-room conditions in which he spends nearly five hours a day.

I wish to thank the teachers for their continued interest and co-operation.

Respectfully submitted,

EDNA P. CARRET.

MUSIC TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools:

Dear Sir:—We have endeavored this year to gain a more thorough understanding of the underlying principles of music ; pure tonality, true rhymic conception have been required throughout the grades, it being found possible to accomplish much in this respect even in the lowest grades.

However simple the process, these principles have been constantly kept in mind and in many schools with pleasing results, not perfect by any means, but by far the best in my experience.

In the lower grades, as usual, the use of all technical names is carefully avoided, but the foundation for technical study is being laid in our daily work and practice.

Considering the close analogy between language and music, much time has been given to the spoken form of language and its application to the singing.

Poetry—the form of language most closely related to music has been the basis of our study, careful preparation being made for the intelligent and artistic rendering of its musical interpretation. It may seem strange to some to speak of artistic singing in the lower grades, but it is here that some of our best results have been obtained ; the little children, if they can be guarded from self-consciousness, and this is one of the essential features of music study in Andover, will at the present time express their thoughts musically or otherwise much more readily than the older pupils, so that if artistic thinking is secured the way is plain for artistic rendering.

The pity is that music study should cease with the ninth grade. At the High School age, when so many pupils are ready and anxious to do advanced study either in voice or instrumental work or harmony there is no opportunity for any study, only the privilege of singing for one period, once a week in a chorus of nearly one hundred others.

On all sides music is being recognized as a strong factor in education — the grade teachers appreciate this fact more and more each year ; the colleges are accepting music as an entrance study but in most places there is the four year's gap at the High School.

I have suggested that a class for pupils at the High School be formed for continued study many times and I now sincerely urge that a beginning be made at the opening of the next school year.

Respectfully submitted,

ELIZABETH HOAR.

COOKING AND SEWING REPORT

Mr. Corwin F. Palmer, Superintendent :

I herewith have the honor of submitting the following report of the work in cooking and sewing.

Twenty-eight pupils in the ninth grade from the Stowe and Bradlee Schools and thirty-eight pupils in the eighth grade from the Stowe, Bradlee and Indian Ridge Schools are able to take advantage of the work in cooking, while more than two hundred and fifty receive instruction in sewing.

The results in sewing have, in most of the schools, improved steadily each year. This is due in great measure to the interest of the regular teachers and their increased efficiency in assisting in this branch of the work.

Instead of the usual Cooking Exhibit in the Committee Room a luncheon was given by members of the Ninth Grade to six of the teachers and School Committee. The menu was as follows:

Cream of Corn Soup	
Croûtons	
Shrimp Salad	Crackers
Chicken croquettes	
Radishes	
Creamed peas in croustades	
Snow pudding	
Custard Lily cake	Coffee

The planning, cooking, and serving of this luncheon was entirely the girls' own work and the fine spirit and enthusiasm which they put into an afternoon of really hard work was exceedingly gratifying. The many disadvantages under which they labored in the way of equipment for the entertaining of guests but reflect more credit on the success of their efforts.

Trusting that this report may come to the eyes of many parents I would again most earnestly ask for their hearty co-operation in their daughters' home work which is a most necessary supplement to the work which I am trying to do—to make them more useful members of the household.

Respectfully submitted,
BESSIE PUNCHARD GOLDSMITH.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1907

Andover, Mass.
THE ANDOVER PRESS, PRINTERS
1908

SCHOOL COMMITTEE

COLVER J. STONE, <i>Chairman</i> ,	Term expires 1908
1 Locke Street	
THOMAS DAVID,	Term expires 1908
61 Red Spring Road	
BURTON S. FLAGG,	Term expires 1908
27 Bartlet Street	
GEORGE T. EATON,	Term expires 1909
73 Bartlet Street	
CHARLES W. CLARK,	Term expires 1909
23 Summer Street	
ALBERT W. LOWE,	Term expires 1909
33 Summer Street	
ARTHUR T. BOUTWELL,	Term expires 1910
Shawsheen Road	
JOHN P. TORREY,	Term expires 1910
15 Elm Street	
WILLIAM A. TROW,	Term expires 1910
Frye Village	

Secretary and Superintendent

CORWIN F. PALMER,	6 Summer Street
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REPORT OF SCHOOL COMMITTEE

GENERAL COMMITTEES

Financial and Advisory

CHARLES W. CLARK,

BURTON S. FLAGG.

WILLIAM A. TROW.

Teachers

GEORGE T. EATON,

WM. A. TROW.

BURTON S. FLAGG.

Books and Supplies

THOMAS DAVID.

ALBERT W. LOWE.

ARTHUR T. BOUTWELL.

Cornell Scholarships, Phillips Academy

JOHN P. TORREY,

ARTHUR T. BOUTWELL,

GEORGE T. EATON.

Cornell Scholarships, Abbot Academy

CHARLES W. CLARK,

ALBERT W. LOWE.

BURTON S. FLAGG.

DISTRICT COMMITTEES

Punchard High School

W_M. A. T_ROW,

CHARLES W. CLARK,

ARTHUR T. BOUTWELL.

Stowe, John Dove, and Samuel C. Jackson

BURTON S. FLAGG.

ALBERT W. LOWE,

COLVER J. STONE.

Indian Ridge, Bradlee, and Richardson

WM. A. TROW,

THOMAS DAVID,

JOHN P. TORREY.

West Centre, North, Bailey, and Osgood

ARTHUR T. BOUTWELL,

CHARLES W. CLARK,

JOHN P. TORREY.

TRUANT OFFICERS

HERBERT L. WHITE, Argilla Road

JAMES A. EATON, 19 Cuba Street

HERBERT CLARKE, Ballardvale

COMMITTEE MEETINGS

The first Tuesday evening of each month, at half past seven, at the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session:

8—8.30 A.M.; 4—5 P. M.

Also on Tuesdays and Fridays, 7—7.30 P. M.
at School Committee's Rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P. M., these grades will have no session in the afternoon.

CALENDAR FOR THE SCHOOL YEAR, 1907-8

Fall Term

Begins September 9, 1907,

Ends December 13, 1907

Winter Term

Begins December 30, 1907,

Ends April 3, 1908

Spring Term

Begins April 13, 1908,

Ends June 19, 1908

Fall Term

Begins September 14, 1908,

Ends December 18 1908

TERM-TIME HOLIDAYS

February 22, April 19, May 30, Thanksgiving Day and the day following.

JANITORS

Punchard, Stowe and John Dove Schools,
Indian Ridge School,
Bradlee School,
Richardson School,
West Centre School,
North School,
Bailey School,
Osgood School,

Herbert L. White
James A. Eaton
Herbert Clarke
David Gordon
Edward F. Abbott
James E. McGovern
W. D. Fletcher
Caroline Spickler

STATISTICS

I. POPULATION.

Population of Andover, 1900,	6,813
Number of children between five and fifteen years of age, September, 1907,	1301
Increase since 1907,	53
Number of children between seven and fourteen years of age,	890
Decrease since 1906,	31
Number of children fourteen years of age,	128
“ “ thirteen “	126
“ “ twelve “	114
“ “ eleven “	118
“ “ ten “	137
“ “ nine “	121
“ “ eight “	144
“ “ seven “	141
“ “ six “	129
“ “ five “	143

II. VALUATION.

Valuation of Andover,	\$5,361,874
Estimated valuation of school-houses and lots,	175,000
Estimated value of books and apparatus,	12,500

III. SCHOOL BUILDINGS

Number of school buildings,	11
Number of rooms,	42
Number of rooms not occupied,	1

IV. TEACHERS.

Whole number of teachers,	45
Number of principals of buildings,	7
Number of kindergarten teachers,	3
Number of special teachers,	4

STATISTICAL TABLE OF THE SCHOOLS

FOR THE SCHOOL YEAR ENDING JUNE 22, 1907.

SCHOOL.	GRADE.	TEACHER.	Number Registered.	Average Membership.	Average Attendance.	Per cent. of Attendance
Punchard	High	Chas. L. Curtis Clarence L. Barton Mary E. H. Dern Susan L. Austin Blanche S. Jacobs Phoebe L. Hosmer Edna G. Chapin	104	93.4	90.5	97
Stowe	IX	Anna E. Chase	48	44.8	42.2	94
	VIII	Grace Hill	51	46.8	43.6	93
	VII	Caroline J. Burr	49	41.	39.	95
	VII-VI	Ethel R. Coleman	38	37.2	33.8	91
	VI	Gertrude J. Green	48	43.	40.	93
	V	Carolyn A. Dean	49	42.5	40.5	95
John Dove	IV	Annie M. Downes	45	38.5	36.7	95
	V-IV	Ida E. Jenkins	43	36.3	34.3	94
	III	Alice S. Coutts	48	42.1	39.9	94
	III-II	Mary E. Milligan	54	45.4	41.6	92
	II	Jennie S. Abbott	41	35	32.	92
	I	Adèle H. Duval	41	29.	25.2	87
Sam'l C. Jackson	I	Florance M. Prevost	29	25.2	24.4	96
	Kind'r'g't'n	{ Alice W. Wyman Lucy A. Allen	42	30.5	27.	88
Indian Ridge	VIII-VII	Gertrude Tileston				
	VI-V	Susan A. Ryan	33	27.3	26.	95
	IV	Katherine L. Moynihan	29	25.3	23.8	94
	III-II	Jean T. David	37	32.4	31.2	96
	I	Helena M. Lindsay	38	28.7	27.2	95
	Kind'r'g't'n	Eva E. Stone	28	23.6	21.6	91
Bradlee	IX-VIII	S. Elizabeth Dodson	30	20.8	18.6	88
	VII-VI	Clara A. Putnam	20	19.1	18.4	97
	V-IV	Charlotte A. Holt	26	22.6	21.4	95
	III-II	Cecilia A. Kydd	29	27.	26.	96
	I	Ruby S. Copeland	41	38.1	35.8	94
	Kind'r'g't'n	Florence I. Abbott	27	23.	21.2	92
		{ Lucy A. Allen Gertrude D. Tileston	25	16.2	12.9	79
Richardson	III-I	Helen W. Battles	34	33.7	32.4	97
	VI-IV	Jean A. Birnie	30	21.6	20.7	96
West Centre	IX-V	Emily F. Carleton	24	22.8	19.6	86
	IV-I	Lola A. Murch	32	28.5	24.3	86
North Bailey	All	Katherine T. Hannon	25	22.8	21.4	94
	All	Julia A. Brine	26	24.5	22.2	91
Osgood	All	{ Edna L. Merrill Agnes E. Duval	23	21.4	19.4	91
			1287	1110.1	1034.3	94

LIST OF TEACHERS

Corrected Feb. 1, 1908.

PUNCHARD SCHOOL

NAME	P. O. ADDRESS
<i>Greek and Latin</i>	
Charles L. Curtis, Principal,	45 Bartlet Street
<i>Sciences</i>	
M. D. Brock,	45 Bartlet Street
<i>Mathematics</i>	
Mary E. Höhn Dern,	173 Main Street
<i>History</i>	
Susan L. Austin,	1 Locke Street
<i>English Literature and Composition</i>	
Blanche S. Jacobs,	54 Whittier Street
<i>French and German</i>	
Carolyn A. Rey,	45 Bartlet Street
<i>Commercial Branches</i>	
Edna G. Chapin,	115 Main Street

STOWE SCHOOL

GRADE	NAME	P. O. ADDRESS
IX	Anna E. Chase, Prin.,	R.F.D. No. 1, Lowell
VIII	Grace Hill,	67 Bartlet Street
VIII, VII	Margaret C. Kimball,	55 Bradford St., Lawrence
VII	Caroline J. Burt,	Lowell Street, R.F.D. No. 1
VI	Ethel R. Coleman,	42 Chestnut Street
VI, V	Carolyn A. Dean,	104 Main Street

JOHN DOVE SCHOOL

V	Annie M. Downes, Prin.,	Elm Square
IV	Gertrude J. Green,	51 Whittier Street
IV	Elizabeth Ferguson,	54 Whittier Street
III	Alice S. Coutts,	34 Maple Avenue
III, II	Mary E. Milligan,	94 Main Street
II	Jennie S. Abbott,	Upland Road

SAMUEL C. JACKSON SCHOOL

I	Adèle H. Duval,	64 Whittier Street
I	Florance M. Prevost,	67 Bartlet Street
Kindergarten	Lucy A. Allen, Prin.,	73 Elm Street
	Grace E. Brown,	Wolcott Avenue

INDIAN RIDGE SCHOOL

VIII, VII	Jean T. David, Prin.,	61 Red Spring Road
VI, V	Katherine L. Moynihan,	95 North Main Street
IV, III	Elizabeth E. Greenleaf,	66 Chestnut Street
III, II	Lucy S. Carter,	R. F. D. No. 1
I	Eva E. Stone,	175 High Street
Kindergarten	Etta M. Graves,	50 Whittier Street

BRADLEE SCHOOL

IX, VIII	Clara A. Putnam, Prin.,	Frye Village
VII, VI	Charlotte A. Holt,	Scotland District
V, IV	Agnes E. Duval,	64 Whittier Street
III, II	Ruby S. Copeland,	Ballardvale
I	Florence I. Abbott,	Upland Road
Kindergarten	Grace E. Brown,	Wolcott Avenue

RICHARDSON SCHOOL

III, I	Helen W. Battles, Prin.,	31 Lowell Street
VI, IV	Emma L. Ward,	Lowell Street

WEST CENTRE SCHOOL

IX, V	Emily F. Carleton,	Lowell Street, R.F.D. No. 1
IV, I	Ethel F. Smith,	Lowell Street, R.F.D., No. 1

LIST OF TEACHERS

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NORTH SCHOOL

Katherine T. Hannon, 105 North Main Street

BAILEY SCHOOL

Julia A. Brine, R. F. D. No. 1, Lowell

OSGOOD SCHOOL

Marion G. Watson, R. F. D., No. 1

SPECIAL TEACHERS

Drawing—Katharine D. Whitman,	67 Bartlet Street
Music—Elizabeth Hoar,	134 Main Street
Sewing and Cooking—Bessie P. Goldsmith,	60 Elm Street
Physical Training—Maude C. Kathan,	27 Cherry Street, Somerville

SCHOOL PHYSICIAN

W. D. Walker, M. D. 121 Main Street

LIST OF TEACHERS

WITH THE SALARY OF EACH FOR THE PRESENT
SCHOOL YEAR

PUNCHARD SCHOOL

	Date of Appointment	
Charles L. Curtis, Principal.	1904	\$1900 00*
M. D. Brock,	1907	800 00†
Mary E. Höhn Dern,	1906	800 00†
Susan L. Austin,	1903	800 00
Blanche S. Jacobs,	1903	850 00
Carolyn A. Rey,	1907	750 00
Edna G. Chapin,	1906	800 00†

STOWE SCHOOL

Anna E. Chase, Principal,	1886	\$800 00
Grace Hill,	1900	575 00
Margaret C. Kimball, substitute,		500 00
Caroline J. Burt,	1903	475 00
Ethel R. Coleman,	1901	475 00
Carolyn A. Dean,	1892	525 00

JOHN DOVE SCHOOL

Annie M. Downes, Principal,	1898	\$750 00
Gertrude J. Green,	1904	500 00
Elizabeth Ferguson,	1907	425 00
Alice S. Coutts,	1901	525 00
Mary E. Milligan,	1900	525 00
Jennie S. Abbott,	1890	500 00

SAMUEL C. JACKSON SCHOOL

Adèle H. Duval,	1898	\$550 00
Florance M. Prevost,	1899	525 00
Lucy A. Allen,	1906	450 00
Grace E. Brown,	1907	380 00

* One-half the salary of the Principal of the Punchard School is paid by the Trustees of the Punchard Free School

† Salaries paid by the Trustees of Punchard Free School.

SALARIES OF TEACHERS

13

INDIAN RIDGE SCHOOL

	Date of Appointment	
Jean T. David, Principal,	1905	\$500 00
Katherine L. Moynihan,	1906	425 00
Elizabeth E. Greenleaf,	1907	400 00
Lucy S. Carter,	1907	425 00
Eva E. Stone,	1906	450 00
Etta M. Graves,	1907	380 00

BRADLEE SCHOOL

Clara A. Putnam, Principal,	1895	\$750 00
Charlotte A. Holt,	1905	500 00
Agnes E. Duval,	1906	500 00
Ruby S. Copeland,	1892	525 00
Florence I. Abbott,	1892	500 00
Grace E. Brown,	1907	380 00

RICHARDSON SCHOOL

Helen W. Battles, Principal,	1886	\$650 00
Emma L. Ward,	1907	450 00

WEST CENTRE SCHOOL

Emily F. Carleton, Principal,	1901	\$500 00
Ethel F. Smith,	1907	425 00

NORTH SCHOOL

Katherine T. Hannon,	1906	\$425 00
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BAILEY SCHOOL

Julia A. Brine,	1904	\$500 00
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OSGOOD SCHOOL

Marion G. Watson,	1907	\$380 00
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SPECIAL TEACHERS

Elizabeth Hoar,	1899	\$550 00
Katherine D. Whitman,	1904	550 00
Bessie P. Goldsmith,	1903	450 00
Maude C. Kathan ,	1907	315 00

SCHOOL BOARDS' REPORT

To the Inhabitants of Andover:

The School Board herewith submit their Financial Report, the Reports of the Superintendent of Schools, the Principal of the High School, the Instructor of Physical Training, the Supervisor of Drawing, the Supervisor of Music, the Supervisor of Cooking and Sewing, and the School Physician. We commend to each citizen a careful consideration of each of these Reports.

SCHOOL HOUSES

The Stowe School has been painted on the outside. In the Indian Ridge School two hard-wood floors have been laid, and the westerly room on the second floor has been enlarged. Gutters have been placed on the Bradlee School, and the Richardson School has been shingled. A new hard-wood floor has been laid in the Osgood School, iron screens have been placed on the windows of the Samuel C. Jackson School, and considerable concreting and grading have been done around the John Dove, Samuel C. Jackson and Stowe Schools. Slate blackboards have been placed in several of the school-rooms, 230 old desks have been sandpapered and varnished, and about 250 adjustable desks have been purchased and installed. If the present policy of the Board is continued, every school room in Town will soon be equipped with a complete set of adjustable desks.

APPROACH TO THE BRADLEE SCHOOL

When the lot on which the Bradlee School stands was conveyed to the Town there was a reservation in the deed that the passage-way running westerly from Andover street should forever be kept open, and that no building should ever be erected projecting over the said passageway. By this conveyance the Town obtained title to one-half of the passageway, subject to the aforesaid restrictions, the other half being owned by Mr. John Burke. The parties who imposed the restrictions and Mr. Burke have released all their rights in the said passageway, so that the title to the entire passageway is now vested in the Town, free from all incumbrances.

MANUAL TRAINING

At a special meeting of the Board held January 28, 1908, the following vote was passed:

Voted: That it is the sense of this Committee that a full course of Manual Training be installed in our school system, and that the cost of such installation and maintenance be included in the estimate for 1908.

FINANCIAL STATEMENT

The following is a somewhat detailed account of the receipts and expenditures of the School Department for the financial year ending December 31, 1907:

<i>Schools</i> —Appropriation,	\$31,000 00	
Tuition,	57 00	
Transferred from Books and Sup-		
plies,	73 42	\$31,130 42
	<hr/>	
	\$31,130 42	\$31,130 42
<i>School-houses</i> —Appropriation,	\$4600 00	
Transferred from Books and Sup-		
plies,	175 07	\$4,775 07
	<hr/>	
	\$4,775 07	\$4,775 07
<i>Books and Supplies</i> —Appropriation,	\$2,000 00	\$1,782 58
Sales,	31 56	
	<hr/>	
	\$2,031 56	\$1,782 58
Transferred to Schools and School-		
houses,		248 49
	<hr/>	
	\$2,031 56	\$2,031 07
Total receipts for the year,	\$37,688 56	
Total expenditures for the year,	37,688 07	
	<hr/>	
Unexpended balance,		49
Relation which the total expenditures for Schools		
bears to the total expenditures of the town,		20 per cent

EXPENDITURES IN DETAIL

Schools—

Teachers and Supervision,	\$24691 88
Janitors,	2285 00
Transportation,	1484 10
Fuel,	1950 07
Light.	96 57
Carriage Hire,	132 50
Printing and Stationery,	101 60
Miscellaneous,	388 70

 31130 42
Schoolhouses—

Furnace, -West Centre,	64 07
Radiators, Punchard,	175 00
Balance, Bradlee Heating,	1212 24
Desks and Chairs,	794 98
Window Screens, Samuel C. Jackson,	92 56
Shingling, Richardson,	140 00
Slate Blackboards,	61 01
Floors, Indian Ridge,	142 95
Concreting,	310 35
Enlarging room, Indian Ridge,	367 40
Floor, Osgood,	111 90
Gutters, Bradlee,	157 70
Miscellaneous Repairs and Supplies,	1145 91

 \$4775 07
Books and Supplies—

Books,	\$624 19
Stationery,	601 58
Drawing Supplies,	270 39
Kindergarten Supplies,	75 13
Sewing and Cooking Supplies,	78 85
Music, not including books,	30 26
Expressage,	49 86
Miscellaneous,	52 32

 \$1782 58

TEACHERS' SALARIES

While the Board have no hesitancy in saying that they are only reflecting the best sentiment of the Town in their attempt to bring the teaching force up to the highest point of efficiency, the Town nevertheless must be aware that the continuance of this policy involves a question which the tax-payers must face, and face in that spirit which is willing to subordinate self-interest to the general welfare. In order to obtain and keep the best equipped teachers, the Board must be in a position to offer salaries commensurate in some degree at least with high ability, and if our schools are to stand for development, attainment and achievement, it easily can be seen how a lack of funds will handicap the Board in securing these highly desirable results. To safe-guard the best interests of our children there must be efficiency and permanence in our teaching force, and the Board particularly invite attention to the consideration of this matter, the importance of which cannot be over-estimated.

OPENING OF NEW ROOM

Because several of the grades were over-crowded, the Board have fitted up a new room in the Samuel C. Jackson School, and have employed a teacher at a salary of \$500 per year. The salary of this teacher, together with the salary to be paid the Instructor in Manual Training, substantially accounts for the increase of \$1,000 over the appropriation for last year under the head of "Maintenance."

The Board have made a thorough inspection of every school building, and have estimated the cost of necessary repairs, alterations and additions to be \$5,500. As to the regular appropriations for school work, the Board recommend the following:

For schools,	\$32,000 00
For school-houses,	5,500 00
For books and supplies,	2,000 00

Respectfully submitted, for the Board,

COLVER J. STONE, *Chairman.*

SUPERINTENDENT'S REPORT

Gentlemen of the School Committee:

In submitting this, my seventh annual report, I take pleasure in saying that the year in my judgment has been one of the most satisfactory since my connection with the schools began. There has been no time when all have worked together in greater harmony and when a better spirit has prevailed—no time when as efficient service has been rendered as during the year just closed. There has been nothing to proclaim from the housetops and no educational nostrum has been experimented with. We like the old couplet—

Be not the first by whom the new is tried,
Nor yet the last to lay the old aside.

It teaches a salutary lesson in school matters as in other things. The past two decades have seen many much-vaunted pedagogic devices relegated to the educational junk shop.

EDUCATIONAL PROGRESS

One of the most important steps forward was the employment of a school physician. At the last annual town meeting an appropriation of two hundred dollars was made to meet the expenses of medical supervision.

Dr. W. D. Walker was elected school physician at the May meeting and immediately entered upon the discharge of his duties. The choice was a happy one. We have the right man for the place and that is saying a great deal. It is a position calling for tact, appreciation, skill, wisdom. Medical inspection has turned the attention of pupils, teachers, parents and the public to matters of hygiene too apt to be overlooked. Dr. Walker's report is printed elsewhere, and to this I invite your attention.

In this connection the adoption by the Board of Conn's 'Physiologies' instead of those so long in use will, I am sure, lead to saner and more common-sense teaching of the subject.

We were somewhat fearful on the retirement of Miss Carret from the position of director of physical training that we might not be able to maintain the high standard which we had attained, but I am pleased to report that Miss Kathan has brought to us a personal and professional equipment that guarantees success. I have only commendation for the work she is doing. I call attention to her report printed elsewhere.

Next to medical supervision no more decisive step forward has been made than the vote of the Board to furnish instruction in sloyd to the boys of the eighth and ninth grades.

The number of cases of corporal punishment has materially diminished the past year. Punishment in this form is generally confined to a few teachers who gradually come to rely upon it more than is best. Frequent resort to corporal punishment is almost invariably a sign of weak control in a teacher.

The quality of teaching generally has improved the past year. While we have had more changes than usual and many of the new teachers are comparatively inexperienced they have met our sanguine expectations. I think upon the whole our teaching corps has been strengthened by the changes made. The extension of group teaching has also made for greater efficiency.

We are laying more and more stress upon the quality of work done. Quality rather than quantity should be the motto of all.

The closer co-operation of the public schools and the public library, these two handmaids of civic and social betterment, is another sign of progress; referred to more at length elsewhere. In this connection I call attention to the considerable additions made to the list of professional books for teachers' reading at Memorial Hall Library, as well as to the library in the office of the Superintendent of Schools.

In the fall term a teachers' reading club was formed, which meets fortnightly in the Committee Room. It has a membership of fourteen and is reading O'Shea's "Dynamic Factors in Education."

The coordination of the kindergarten and first grade work is progressing very satisfactorily. The chasm heretofore existing between these two grades is now fairly well bridged and all the

teachers are working together in a spirit of mutual helpfulness as never before.

The introduction of the Tarr and McMurry Geographies was completed a year ago. About the same time the new course of study in this branch went into effect. Considerable additions have also been made to our supplementary equipment in the way of geographical readers, stereoscopes and stereographs. I think I can safely say that the results accomplished in this important branch have been more satisfactory than during any previous year since my connection with the schools began.

Last spring term the teachers of the Samuel C. Jackson School, in conjunction with the Mothers' Club, held a fair in the rooms of the building for the purpose of raising money to purchase pictures to adorn the walls. They met with gratifying success and about two hundred and fifty dollars was netted. Hearty thanks are due the many friends who responded so liberally. Elsewhere will be found a list of the pictures thus far purchased.

The grandchildren of Samuel C. Jackson, after whom the building was named, also presented a handsome large carbon copy of Murillo's "Children of the Shell" appropriately framed. We take this opportunity of publicly thanking them for the gift.

The usual parents' day exercises were omitted last spring term and instead the teachers of the several buildings gave receptions to the parents at which light refreshments were served. The attendance was good and the opportunity afforded for a better acquaintance between parents and teachers was fully appreciated.

The reception given by the Committee and Superintendent in Punchard Hall the fall term to the teachers in the public schools and to the faculties of the several institutions in town was one of the pleasantest events it is my privilege to chronicle. The attendance was very gratifying and the occasion in all respects a successful one.

The opening of a new room in the central schools in January was timely and needed. Miss Duval's first grade was transferred to the vacant room in the Samuel C. Jackson School; two fourth grade rooms were established in the John Dove School in

charge of Misses Green and Ferguson and a fifth grade assigned to Miss Downes, the principal. In the Stowe School the eighth and seventh grades were relieved by establishing an additional seventh and eighth grade room. This is temporarily in charge of Mrs. Margaret C. Kimball. Miss Dean was placed in charge of a fifth and sixth grade room, while Miss Coleman took charge of the sixth grade room previously taught by Miss Green. I am certain the schools have been materially strengthened by these changes.

The enlargement of the first grade room at the Indian Ridge School has greatly increased its comfort and convenience.

During the year about two hundred and fifty of the old uncomfortable and unhygienic automatic desks were replaced by the best type of modern adjustable desks and chairs.

In pursuance of the policy of the Board for some years past the poorest of the plaster and wooden blackboards were replaced by the best Pennsylvania slate.

To encourage care and tidiness a prize was offered the boys of the district school, West Centre, North, Bailey or Osgood, who should keep their school grounds and outhouse in best condition. The prize is to be awarded in June.

A change in the policy of promotion to the Punchard School has been made whereby bright and industrious pupils who complete the work of the eighth grade will hereafter be permitted to substitute some high school for ninth grade studies, thus enabling them to gain one year. These pupils will be rated for the year as advanced ninth grade pupils. They will be seated in the ninth grade room and be responsible to the teacher of that grade. I think this a very important step in advance. It will render our grading more elastic, help to bridge the chasm between the grammar school and the high school and act as a stimulus to grammar grade pupils.

The ninth grade pupils in charge of their teachers and the superintendent spent a day of the spring term sight-seeing in Boston. The usual courtesies were extended them by the Boston and Maine Railroad, and the usual historic and other points of interest were visited. Our thanks are due Speaker John N. Cole

for contributing to the comfort of the party while at the State House and for the privileges enjoyed there.

Exhibits of school work have been made throughout the year in the School Committee Room. These exhibits have been examined by many parents and other citizens and by persons from out of town.

By courtesy of the Trustees and Librarian of Memorial Hall Library two cases of well-mounted local birds, about one hundred in all, have been loaned us and are placed on exhibition in the Committee Room where they may be inspected by anyone interested.

TEACHERS' SALARIES

The teacher should receive such a salary as will enable her to live an intellectual and cultured life, to buy a few good books each year, to attend concerts and lectures of a high order, to travel a little in her long vacation for rest and self-improvement, to dress with good taste, to provide for her physical comfort and well-being, to fit herself for the society of refined people, to enable her to develop, to the extent that her natural powers will permit, into a teacher of skill and with the highest influence for good. All this she should be able to do, for the sake of the children who are placed in her charge and in the interests of the community whom she serves. "Teachers must live in order to teach, and by this we mean that fullness of life, of experience, of joy that reacts in better teaching from year to year."

That the compensation of teachers is not on a par even with that of unskilled labor is apparent to anyone who will take pains to investigate. Women employed in house service are better paid. The teacher who receives \$500 a year, which is \$9.62 a week for the fifty-two weeks of the year through which she must live, has left after paying her board and laundry bills, taking the figures given elsewhere in this report, \$4.35 a week, which is less than the wage paid for house service in many of the homes of Andover.

When we consider the much greater demands upon her, it is at once apparent, that the teacher is of the two much more poorly paid.

Common laborers upon the streets of Andover, if they put in full time, receive from \$563.40 to \$626 a year, an average of more than one hundred dollars a year in excess of the wages paid teachers.

The following tables are taken from the Report of the U. S. Commissioner of Education and the Bulletin of the Bureau of Labor on wages and the cost of living. The data are four years old and consequently do not show that great disparity between the wages of teachers and those engaged in the industries and semi-professional callings that would be shown by more recent data.

MEN

Average
weekly wages

ALL MALE TEACHERS

\$12 26

Hod carriers

12 99

Machinists (foundry and machine shop)

14 97

Blacksmiths (blacksmithing and horseshoeing)

15 50

Carpenters (building trades)

16 91

Plumbers (building trades)

20 41

Bricklayers (building trades)

25 64

WOMEN

ALL WOMEN TEACHERS

\$9 94

Cotton Workers

5 84

Hosiery and knit goods workers

6 79

Carpet workers

7 34

Shoe shop workers

9 07

In the following table, wages of teachers are compared with those of workers in pursuits which require an education somewhat more in keeping with that of the teacher.

MEN

Average
weekly wages

ALL MEN TEACHERS

\$12 26

Proofreaders (book and job)

20 30

Compositors (newspaper)

21 74

Linotype operators (newspaper)

24 45

WOMEN

ALL WOMEN TEACHERS

\$9 94

Linotype operators (newspaper)

15 30

Proofreaders (book and job)

16 70

Compositors (newspaper)

17 76

The statistics do not take into account the fact that the average length of the school year throughout the United States is but twenty-nine weeks and that the salary of the teacher must support her for

fifty-two weeks or she find some other employment the remaining months of the year.

This comparison is unjust in many ways. The only fair comparison would be that between teachers' annual salaries and the annual income of physicians, trained nurses, lawyers, architects, engineers, stenographers, typewriters, etc. Such a comparison would be most striking and significant."

A year ago I sent out blanks to the grade teachers of Andover asking information in regard to living expenses, and the adequacy of their salaries to meet the necessary demands upon them.

Those living at home paid an average of \$5.06 per week, for board and washing, while in the case of those who did not live at home the average was \$5.75. This gave a general average of \$5.27 for all or \$274.04 per year. The average cost of clothing was \$156, but several reported that they did all their own sewing and thus were enabled to economize considerably in this item of expense. The average incidental and miscellaneous expenses of those reporting was \$85. This gives a total of \$515.04 as the average annual living expenses of the teachers reporting. When we consider that the average salary paid these teachers was \$469.41, or an average of \$45.63 less than their necessary living expenses, we are quite prepared for the statement that only two were able to support themselves on their salaries. The remainder received assistance from their parents or other relatives. A few were able to earn a little during the summer vacation to eke out their salaries.

But it may be said this is an average result, some teachers because of their superior qualifications are able to command more, so much in fact that instead of an annual deficit of \$45 they may be able to lay aside \$100 yearly against a rainy day or as a provision for old age. To do this however, they must leave Andover or else Andover must increase the present scale of salaries.

Let us see what the future has in store for such a teacher. We will suppose she is physically strong enough to teach continuously for twenty-five years and that she puts her hard earned \$100 at interest annually at five per cent. This will yield her an aggregate of \$3875 at the end of the period. This sum invested at five per cent would yield an income of \$3.73 a week, 53 cents a day. Certainly a dazzling prize for a quarter century's devotion

to the highest form of service in the State, the training of children, the forming of character, the making of good citizenship, that upon which all institutions must rest if they are to endure.

It is generally considered I think that the cost of living in the last ten years has increased much more than wages have, in the same time. No class of workers has felt this more keenly than the teacher, for the period has been characterized by lavish expenditure and a more luxurious style of living in the community at large. All this has brought the small economies which the teacher is compelled to practice into bolder relief. With very slight, if any, increase in her salary she is required to meet a very substantial increase in the cost of board, laundry work and clothing, the things she must have and those too in keeping with the standard of living among cultured people in the community which she serves.

According to Dunn's the cost of living has increased 45 per cent in ten years. Bradstreet makes it slightly more, 50 per cent.

In this connection the U. S. Bureau of Labor reports that the wages in most industrial employments have increased in the same time from 20 per cent to 40 per cent.

Recently a committee appointed by the Middlesex County Teachers' Association made a careful investigation of teachers' salaries based upon all the statistics obtainable. The deductions which they make apply with even greater force to Essex County.

They conclude "that the prevailing salaries of grade teachers today are not commensurate with the requirements made upon them in the way of professional equipment and standards of living.

The better class of positions at the present time, at least in the area covered by this report, are open only to those who have had reasonably broad academic preparation, supplemented by a full course in the normal school and some successful experience in teaching. Not only are the higher standards that are justly being set by school officials in these respects compelling the would-be teachers to a larger expenditure of time and money than formerly was required in preparation, but also they are compelling those who now are in the ranks to take up special courses of study in order to be eligible for advancement.

Again, the advancement in the social standards of living in general during recent years, as the natural result of the great prosperity in the business world, has operated to put upon teachers the necessity for greater expenditure in the way of dress and social requirements. This comes about because, necessarily, from the social sphere in which teachers are expected to move and in which they should move,

they must be governed in their expenditures to a greater or less extent by the example of those whose incomes in a great many cases are not only more generous, but also respond more quickly to more prosperous business conditions.

The importance of a high standard of personality and professional efficiency in the public school teaching corps is so well understood that it needs no discussion.

In this connection, however, it should be noted that, owing to the increasing opportunities for women to earn in other lines of effort as much if not more with less expenditure of energy than they can in teaching, there is grave danger that ultimately the character of the teaching force in our schools will suffer unless a higher standard of salaries can be secured for the teachers.

Low salaries for teachers, if maintained in face of general prosperity in the business world, mean certain inevitable results:—

First.—Although school boards may require complete professional training on the part of those whom they employ, the character of those who take up the work of teaching will gradually deteriorate, because many of the brightest and strongest personalities will prefer other fields of labor in which the remuneration is greater. Already complaint is being made quite generally that it is becoming increasingly more difficult to secure the type of teacher wanted for the average salary paid.

Second.—Low salaries mean shorter periods of service by first-class teachers.

Third.—A prevailing low rate of wage means less ambition on the part of the teachers and less opportunity for professional growth while in service,—a fact that operates distinctly against the best results in the schools.

A reasonably high standard of salaries, therefore, is even more important to the public than it is to the teachers themselves.

It is the opinion of your committee that one of the chief obstacles to adequate financial compensation for teachers lies in the lack of appreciation on the part of the public: (a) that the most vital interests at stake in a community are those involved in public education; (b) that the best results in this field can be secured only by employing first-class teachers, and making their tenure as permanent as possible; and (c) that first-class teaching talent and permanency of service on the part of the teachers cannot be secured unless reasonably high salaries are paid.

If these conclusions be sound, it would appear that school officials can hardly do a greater service for the cause of public education than to labor systematically to educate the people along these lines, until they shall come to believe that it is neither wise economy, nor is it morally right so far as the interests of the child are concerned, to maintain a rate of wages for teachers that is less than will enable the best results to be secured in the schools.

The present burden of taxation in our municipalities is unquestionably heavy, and naturally the people are slow to assume added burdens in this line; but the public places a high valuation upon its public schools, and when it is made clear to the people that the teachers in those schools are *really underpaid*, there is little doubt that the money can be secured to meet the demands or higher salaries.

Another obstacle to more rapid advance in salaries of teachers is

found in the inferior teacher herself, who too frequently is unwilling to see her fellow-worker receive an increase in salary unless she too is similarly increased.

Nothing is clearer than that teachers differ widely in their efficiency and in their professional spirit. Because boards of education recognize this fact, there is a natural feeling that they are not able to pay teachers universally as high a salary as would be possible in the case of those whose work is especially meritorious. Your committee believes that it would tend to increase the possibility of a higher average wage for teachers if some form of merit recognition should be incorporated into the arrangement of salary schedules for teachers; because, on the one hand, such a plan would make it easier for first-class teachers to secure adequate compensation; and, on the other hand, it would tend to spur inferior teachers to extra professional efforts in order to render themselves eligible for an advance in pay.

Superintendent Southworth, of Somerville, says:—

“Our high schools are not turning out many aspirants for teaching honors. As has been said elsewhere in this report, the shorter period of preparation, the quicker financial returns, and the lessened responsibilities of other pursuits are preferred. Those of our graduates that go to college have little inclination toward school teaching, and the few that do, aspire to high school work, and having spent four years in college study, they feel themselves ready to teach without the further preparation that a training school might offer.”

This notwithstanding the fact that the salaries of grade teachers in Somerville range from \$650 to \$725.

Superintendent Bagnall of Adams, in an exhaustive study of the subject has this to say:

“Present salaries do not secure and retain teachers of unusual ability. It is becoming increasingly difficult to secure good teachers. The demand everywhere exceeds the supply. All kinds of business opportunities entice men and women of promise away from the ranks of the teaching profession into work demanding less extensive and expensive preparation, offering quicker securing of attractive salaries, and where there is less responsibility and nervous wear and tear. First class teachers can be obtained and held for any length of time only as wages are reasonably high; otherwise it naturally follows that they seek other and more remunerative fields of labor.

We demand of our teachers that they be strong personalities, in character what we want our boys and girls to be, wholesome, noble, faithful, enthusiastic in the performance of duty. We expect of them skill, brains, strength of mind, character and body. And why should we not pay for such qualities as adequately as is received by those who minister to the sick, who draft legal documents and wisely counsel, who sell dry goods, trim hats, act as confidential secretaries, type-write, telegraph, and take and transcribe shorthand notes?

From the point of view of the town, it is economy to pay better salaries, the best paying investment the town can make. Better salaries mean the getting and keeping of better teachers; better teachers mean better schools. When teachers ask for more pay, that with it they may study and make more of themselves in and out of school,

rendering better service as a result, and that their profession may be raised to a plane that will make the larger efficiency possible, then the taxpayer will appreciate that there is actual economy in higher salaries. Economy in the conduct of either public or private business is necessary, and the greatest economy is that which results in the maximum of efficiency."

Says Superintendent Stratton D. Brooks, of Boston:

"Increased compensation for teachers means the attraction of the ablest women to the service. The increased expense of living of recent years has not been accompanied by corresponding increases in salary, and the rapidly expanding opportunities for women in commercial pursuits has produced a condition quite different from that which prevailed when teaching offered the best social and financial opportunity open to women. Now the ablest women are likely to be attracted to other fields of labor, and if conditions are not soon remedied the schools will suffer."

Margaret A. Haley, of Chicago, who has gained a national reputation as a student of the condition of the teacher and its influence upon the community, says:

"No greater mistake can be made than to regard these as solely questions affecting the interest of teachers. While the teacher is the immediate victim, the public is more vitally interested, for the foundation on which our democracy and our civilization rests is endangered by the destruction of the power of personality, individuality, and initiative in both teachers and pupils."

"THE THREE R'S" AND THE "GOOD OLD TIMES."

It is sometimes said that the schools devote so much time to the newer subjects of the curriculum that there is not sufficient time left for such subjects as writing, arithmetic, spelling and the English language.

There are 300 minutes in a school day including recess. Opening exercises, gymnastics and recess require from 40 to 60 minutes daily, depending upon the age of the children. This leaves from 240 to 260 minutes for all other purposes. Reading receives from 20 to 100 minutes daily, the longer time going to the lower grades. Fifteen to 20 minutes are devoted to spelling. Language and grammar occupy from 30 to 50 minutes and arithmetic from 20 to 40 minutes, the longer periods of time are spent in the higher grades. Penmanship takes 15 to 20 minutes, and geography and United States history from 20 minutes each in the fourth grade to 40 each in the eighth and ninth. This leaves about one hour daily for music, drawing, nature study, physiology and hygiene, manual training and all other so-called

fads and frills. About one half of this time, or 30 minutes daily, are devoted to music and drawing. So it will be seen that only about one-tenth of the pupil's time at school is consumed upon subjects that even the most conservative citizen would question. But all studies were at one time fads. Even the public schools were so considered not so many generations ago, and the higher education of girls was classed in that category even within the memory of people now living. It was not until several years after the close of the Civil War that United States History became a study in the schools of Andover. Undoubtedly it was branded a fad at the time and for some years later. It is rather interesting to note, however, that gymnastics was a regular part of the daily programmes in the schools of forty years ago.

While upon the subject of the schools in the "good old times" I am tempted to quote from the report of the School Committee for the year 1857-8, fifty years ago. The Committee at that time consisted of James H. Merrill, Caleb E. Fisher and Henry S. Greene. It is not likely these worthy men, speaking of their own teachers and putting it into print for all to read, over-stated the case. It is more than likely that they expressed themselves in much stronger terms than these in their talk one with another. This is what they say: "Quite a number of those who, from time to time, teach in our schools, several of whom are natives of the town, greatly need one thing, which we propose to name. Some do not thoroughly comprehend the principles of arithmetic and grammar; some who understand these principles quite well, are unable to apply them except in the most common cases, without liability to frequent mistakes; some have fallen into habits of inaccurate speech, and do not notice inaccuracies in their pupils; and some have no natural power to invent methods of awakening interest and keeping attention in school." Then they advise them to go to "some one of our excellent Normal Schools" and take a course of study when they may be able to return "prepared, more fully to discard that mechanical routine of forms which give little knowledge and no life to the minds of pupils." Verily everything was not lovely in those old days, they themselves being the judges.

Thirty-eight years ago the School Committee consisted of

Henry S. Greene, George Foster and E. Francis Holt. In their report for the year 1869-70 occur these words: "Simultaneous with the town system the graded system was introduced. It was a great benefit. A school graded according to age and attainments will make greater progress and proficiency than would be possible in a mixed school, however well conducted."

"Gymnastics and music are well employed in most of the schools. We wish to encourage the practice of both in all."

It is sometimes said that arithmetic was better taught in the old schools than in the new. I do not think so and never did. This bit of testimony from the School Committee of forty-one years ago throws a ray of light on the subject. They say: "It is often the case that we find scholars advanced in mathematics, who may be able to work out anything, however difficult, in their text-books, and yet become entirely lost on quite a simple practical question, not strictly conforming to the letter of the book."

The Committee for 1868-9 have something to say about the defects of the district schools. "The evil resulting from such schools has appeared in the fact that one teacher has been required to go over the whole course marked out for the primary, intermediate and grammar schools. This has made the labor of the teachers excessive, but the improvement of the pupils comparatively small. This is an evil, but how shall this evil be removed? We might grade these schools, we might furnish an additional recitation room for each district, and double the number of teachers; but it must be borne in mind that most of these schools are very small. Even on the present basis, the mixed schools are among the most expensive in town."

They also take advanced ground on the subject of teachers salaries. It is rather interesting reading. "The right of the Committee to give more pay to one class of teachers than they give to another class has been frequently called in question. More than once they have been summoned to answer this fearful charge. And this has been done by some of the 'unappreciated teachers.' They have waxed eloquent while they discoursed on this great wrong. But, unfortunately for them and their cause, their eloquence has failed to convince the Committee of the real injustice

complained of. We advise these aggrieved teachers to 'cease their complaints' in the future. They have right to speak about their own salaries. If they want them increased let them say so. But we do not see what they have to do with the salary of other teachers. This matter belongs to the Committee, and they feel fully competent to take care of it. They do make difference in salaries. They do pay some more than they pay others. They regret the necessity of the difference but justice requires that the difference should be made. Some teachers are worth more than others, and should therefore have more pay."

The Committee for that year were D. C. Litchfield, Henry S. Green, P. M. Jefferson, George Foster and B. B. Babbitt.

MANUAL TRAINING

Those familiar with the structure and growth of the human brain have established the fact that the number of cells which it contains is absolutely fixed at birth. Education can do two things. It may develop into functional activity a certain number of these cells and it may cause them to put forth the connecting fibres by which they are brought into relation with other cells or groups of cells. The latter is quite as necessary to the growth of brain power as the other. "It follows that the schools have it in their power to furnish brains to pupils, if they develop into functional activity cells which otherwise would have lain forever dormant."

These cells are of two kinds, sensory and motor. The former receive impulses from the special senses. In this discussion we are most concerned with those received from the eye and ear. The motor cells generate the nervous energy which causes the muscles to contract. These cells are grouped together in different portions of the brain dependent upon their special functions. There is a visual area concerned in seeing, another devoted to receiving impressions through the ear and so for the other senses. In like manner there are certain areas of the brain set apart to control the muscular movements of each portion of the body, trunk, face, arms, legs, "It is a striking fact that the area for the arm and hand is very much larger than the area controlling any other portion of the body of equal size, except the face. This seems to be

due to the fact that it requires a very large number of cells to effect the fine adjustments and delicate coordinations of the muscles of the hand in its infinite variety of movements."

Each of these cell areas is caused to grow through nutrition and functional activity. Seeing does not train the eye, it develops that group of brain cells concerned in receiving visual impulses. In like manner, the several motor areas are developed by the voluntary exercise of the groups of muscles controlled by them. Thus physical exercise of any kind not only develops the muscles brought into activity but it also develops the corresponding areas of the brain. In fact it is the only way in which those portions of the brain can be developed. Eye training is brain training; hand training is brain training. Moreover these brain areas can never be properly developed except in youth, during the period of growth.

The popular distinction between manual and brain work is a false one. All manual work is to a greater or less degree brain work. Muscles are of two kinds, fundamental and accessory. Fundamental muscles are those brought into play in performing the larger, coarser, movements of the body, those involving strength. The accessory muscles are involved in the more delicate co-ordinations as in the hand and vocal organs. The accessory muscles are developed only to a limited extent by unskilled labor, gymnastics and ordinary out-door exercise.

All forms of muscular movement are a means of motor training, of producing motor ideas. But the large area in the brain which controls the minute and highly complex movements of the hand and fingers affords proof that it is the most important source of motor ideas. "The hand is a special sense organ somewhat like the eye and ear." In fact the hand has often been spoken of as an extension of the brain, and not with impropriety; a sort of prehensile brain.

"Motor ideas form the basis of manual skill. The degree of skill depends primarily on the number, variety and accuracy of these ideas. From this it follows that exercises in a manual training school must involve a great variety of movements; and furthermore that these movements must be as accurate as possible.

The sacrifice of accuracy is the sacrifice of almost everything in such training, not simply because habits of accuracy must be developed, but because the only way in which accurate motor ideas can be developed is by accurate muscular movements."

Some forms of manual exercises are educational and some are so to a much less extent, or not at all. It is much easier for a young child to contract a fundamental muscle than an accessory, a large group of muscles than a small one. Young children do things in the large, we say. Hence we find it best to supply those beginning to write with a large, thick pencil having a blunt point. With this they form letters an inch high. As the child develops better control of the accessory muscles, that is when there has been sufficient growth in the brain areas governing these muscles, he can with ease use a smaller pencil and write a finer hand. Hence the character of the exercises in a well-planned course of manual training must be adapted to the age and degree of motor development of the children. The coarser motor adjustments have therefore an educational value in the case of young children, but these cease to be educative as the child matures. So unskilled labor which brings into use only the larger groups of muscles with their coarser coordinations produces crude motor ideas. Skilled labor with its finer adjustments and coordinations is alone capable of developing accurate motor ideas. Hence manual training for older pupils in our schools should, to be educational, call for the careful accurate employment of the finer muscles of the forearm, hand and fingers.

"There is a time in the maturing of the brain when it is most susceptible to given influences, and can be most effectively modified by certain kinds of training. These opportune periods have been called nascent periods,—periods when given aptitudes are born and blossom out. The nascent period for developing the various forms of manual skill is roughly estimated to extend from the age of four to the age of fourteen. During this period the brain centers which preside over the muscular movements of the hand develop into functional activity, and can obtain a degree of efficiency, if properly trained, which it is impossible for them to reach at any later period in life. In this fact is found the weight-

iest reason for connecting manual training with the public school system."

We cannot leave this subject without emphasizing the important moral effect of manual training. It enables many boys, and girls too, while still in school, to ascertain what their capabilities are, to find themselves. Many a man has found out too late in life that he has vainly been trying to succeed in some vocation for which he has no natural aptitude.

Statistics show that ninety-two per cent of all the graduates of our grammar schools labor with their hands. The courses of study in our grammar and high schools are planned for the bright pupils and for those who expect to devote themselves to literary or scientific pursuits, and who are looking forward to further study in some higher institution of learning. The comparatively dull pupils and those who are not inclined to the study of books are too frequently crowded out. As the mass of boys and girls who leave our schools must in the nature of things become workers with their hands it is incumbent upon the community to send them out from the schools with as much manual skill as is possible, that they may not sink into the class of unskilled laborers, already too large, or become corner loafers and pests to society.

Even though a boy may not be called upon to labor with his hands his course in manual training will have created a respect for such callings. He has probably learned that the skilled carpenter, blacksmith or stone mason must pass through a course of preparation for his work quite if not more exacting than that required for pursuits that are not manual, and that this work demands quite as high a degree of brain power.

Manual training leads to habits of accuracy and self control. "Inhibition in the nervous system lies at the root of self-control in morals. The man who cannot effectively inhibit his muscles cannot effectively control his passions and desires. Flabby muscles and a weak will, if they are not related as cause and effect are at all events, effects of a common cause, lack of motor efficiency in the brain."

Industrial and social conditions have greatly changed since the time when the older men of to-day were boys. Then the farmer

repaired his own utensils and often made them. He built his own fences and outbuildings and mended his own shoes and harness. He raised his own wool and flax and performed all the various processes of manufacture in converting this raw material into clothing. Many of the farms were provided with work benches, and forges, at which the farmer often worked with his sons. They reared and cared for all kinds of farm stock, prepared the soil, planted the seed, cultivated the various farm crops and harvested, stored and marketed the products.

At the same time the girls were busy about the house under the direction of their mothers, cooking, sewing, knitting, mending garments and performing the multifarious duties with which the housewife of former times filled up her days and the long evenings of winter.

All trades and processes of manufacture were then accessible to the child and he became familiar with them from observation even before he was old enough to take any active part. Thus the home, the farm and the workshop afforded opportunity for manual training coincident with the school life of the child.

We have lengthened the school year and compel the child to attend until he is fourteen. Thus the State has assumed a larger responsibility in the education of the child. Changed social and industrial conditions made this necessary and it now devolves upon the State to provide for the education of the whole child to the extent that the home is unable to furnish it.

That there may be time to meet these new demands all that is useless or comparatively so in the old curriculum must be eliminated. And they are demands which must be met if our system of public education is to stand the tests of modern life. One of these demands is that education shall be less passive, less bookish. Says Professor James, of Harvard:

"There should be no reception without reaction; no impression without correlative expression." "An impression," he says, "which simply flows in at the pupil's eyes or ears and in no way modifies his active life is an impression gone to waste. It is physiologically incomplete. . . . Its motor consequences are what clinches."

"While teachers must control, enthuse and guide, the children must be allowed and encouraged to exercise choice, originality, initiative, and independent execution of their own ideas. Teachers must do less directly and more indirectly for the children.

"Nearly all schools of the past and many of the present have been giving much thought to what they found in text-books on far-away, unimportant, and very abstract subjects ;and very little thought and attention to the needs, demands, and practical opportunities of the community of which the school should be an active and helpful unit. School work should be enlivened and made more practical by bringing it more and more into touch with the life and business interests of its environment."

Mr. George H. Martin, secretary of the State Board of Education has this to say :

"The need of the times is a line of hand work which shall be continuous throughout the school course ; which shall be broad enough to satisfy all the needs of the child, not only those which arise from his own physical and mental constitution, but those which exist because he is a social creature, under obligation to give as well as to take in a world where the highest interests of all are conditioned upon the highest degree and the widest range of industrial efficiency."

President Roosevelt with characteristic grasp of present day problems writes in one of his messages to Congress :

"It should be one of our prime objects as a nation, as far as feasible, constantly to work toward putting the mechanic, the wage-earner, who works with his hands, on a high plane of efficiency and regard, so as to increase his effectiveness in the economical world, and the dignity, the remuneration, and the power of his position in the social world.

"Unfortunately, at present the effect of some of the work in the public schools is in the exactly opposite direction. If boys and girls are trained merely in literary accomplishments, to the total exclusion of industrial, manual, and technical training, the tendency is to unfit them for industrial work, and to make them reluctant to go into it, or unfitted to do well if they do go into it. This is a tendency which should be strenuously combatted. Our

industrial development depends largely upon technical education."

THE PUBLIC LIBRARY AND THE SCHOOLS

I wish to express my appreciation of the great assistance the Memorial Hall Library is rendering the teachers and pupils in our schools, and of the spirit in which it is being done. Miss Brown and her assistants are doing everything in their power to encourage the largest use of the library by all connected with the schools, and by their intelligent and sympathetic thoughtfulness, are greatly stimulating the reading of good books. I asked Miss Brown to state briefly what is being done by the library in this connection and she furnished me the following:

"Beginning with January, 1907, all the children's books were placed upon open shelves in the reading-room, and the children allowed free access to them. In the case of some exceptionally bright children under ten, cards have been granted upon written request of the teacher.

The teachers have the privilege of taking ten books for school use, issued for two weeks, and renewable at the end of that time. Certain shelves in the library have been set apart for their use, and any teacher may there place books upon any special subject, having them reserved for her class. These books are loaned for home use, or kept for consultation at the library as the teacher may wish. Any teacher, by notifying the librarian in advance, that her class is coming to look up any definite subject, may have the available material on that subject collected, and made ready for use at the appointed time.

"The Punchard pupils are allowed to share in the privilege of having an extra card, to be used only for non-fiction. Duplicate copies of the books for required reading at the High School were purchased in the fall, and placed together in an accessible place.

"Bulletins and lists of poems, stories, and other material have been compiled for holidays and anniversaries throughout the year, and these books, many of them purchased purposely for the use of the schools, have been placed at the disposal of the teachers. The older pupils use the resources of the library to a large extent in their debates, essays, and competitive speaking.

"This year, a special fund, given under the will of Lieut.-Governor Phillips, is available for the purchase of educational books for the benefit of the female teachers of Andover. About twenty-five volumes have been purchased from this donation, and it is intended, with the cooperation of the Superintendent to make this collection of permanent value.

"At present, the library, for lack of a special children's room cannot do much for the little children. Under existing conditions, it is necessary that the children should regard the library as a place where they are welcome to come and read quietly, but where they must not disturb older readers. Courteous and considerate behavior is expected of them, as it is expected in the school-room."

I congratulate the schools on having such an able and willing helper. It behooves us to make the best use of the opportunities thus afforded us.

A VITAL QUESTION

One of the serious problems of the school is that of the pupil who, for one reason or another, has fallen behind children of his own age and has lost interest in his school work. Such children often learn with more than the usual difficulty; sometimes, though not lacking in quickness of perception, they are restless, mischievous and inattentive; while in the case of still others, backwardness is due to frequent absence from school. This absence is often occasioned by illness, but more frequently it is the result of lack of disciplinary control in the home. Pupils who are absent for only a half day do not return to school with quite the same interest. They have lost the connection in their lessons, and what is more, the feeling that they should be in school at all times is a little less imperative and its duties rest upon them a little more lightly than before. Every subsequent absence leaves its impress upon the child's mind and changes his attitude toward school. He in time becomes indifferent and possibly antagonistic to school and attends, if at all, under protest.

But more than this the child has come gradually to look lightly upon duty of any kind, has perhaps come unconsciously to shirk responsibility and to shun all regular work; he has formed a bad habit and one that will interfere materially with his success in

whatever he may undertake in the future. He has by degrees become an idler and a loafer, and the small beginning was that first half day's unnecessary absence from school. The remedy in all such cases is to avoid the beginnings of evil; it is very much easier to prevent the formation of a bad habit than to cure one when formed. But to return to the first mentioned cause of falling behind in school work—lack of ability to learn as easily as most children do. Now we cannot expect to secure the same results with all children in school, and we commit a grave educational fault when we attempt to do so. One of the first lessons for the successful teacher to learn is that the capacities of children vary greatly. We are too much inclined to try to make all children conform to some arbitrary standard. In any school there are many children able to do two or three times as much work in a given time as others. And yet in the nature of things these two extremes of child activity must be placed in the same room under the same teacher and set to do work, in the main, of the same degree of advancement—the same grade but not the same quantity of work. There are certain things essential to be done in each grade before the child is prepared to take up the work in the grade following. These things the child of minimum ability must be taught. The teacher should be quick to note any lagging behind upon the part of a dull pupil in the accomplishment of this fundamental work. She should be able to bring such a pupil up in his work in time and before he gets hopelessly behind others of his class. Each principle or fact essential to the subject that is allowed to pass unlearned renders the further progress of the pupil more difficult, until finally he arrives at that stage when it becomes practically impossible for him to learn his lessons.

But in the final analysis the failure of such pupils to meet the demands of school and after life is one of degree rather than of essential quality. The real explanation of it is in what I consider the inherent weakness of our public schools, and when I say our public schools I mean the public schools at large and not those of Andover, except so far as they are a part of the whole.

"The people are always critical of the raw product of school or college; teachers, too, from kindergarten to university, are no less

critical—once each year. Some voice their protestations and some are silent, but no teacher ever found the entering class in September quite satisfactorily taught and trained.” Perhaps the voice of protestation comes loudest from the high school teacher, for he feels to a certain extent immune as his product is not marketed at home. And yet notwithstanding the large waste product of the high school, and the process of sifting, elimination and crowding out that has been going on for four years, when high school graduates enter the freshman class at college or in other higher institutions of learning, their previous training is the subject of more adverse criticism than at any other stage in their educational career; unless it be the rather severe arraignment of the average college graduate by the world at large, on the score of business and industrial inefficiency.

Much of this criticism, like all criticism, merely reflects the point of view of the critic. But one must be blind to the faults of the school who cannot see that there is here some serious ground for complaint. In a measure much of the dissatisfaction which teachers feel with the previous training of children who come to them for the first time in September is really due to the fact that they do not at once respond to the methods of their new instructor, while the atmosphere of the school and the manner of the teacher are often such as to discredit the work which they have previously done and weaken confidence in themselves. In the course of a few weeks or months the new pupil is reported to be doing better and the teacher congratulates herself that she is succeeding by her superior methods in improving the quality of the pupil's work. Possibly this may be in part true, but the more plausible explanation is that he has merely “caught on to” the methods of his present teacher; the teacher and the taught simply understand each other better.

All of which goes to show that the pupil at all times is altogether too much dependent on the teacher. The child is not trained, to anything like the extent he should be, to self-reliant, independent effort. Children sit before their teachers with their mouths open like a nestful of young robins passively waiting for their hourly dole of mental pabulum.

To bring a school up to the highest state of efficiency, the teacher must first have a clear understanding of each child's needs, and then set him to perform just such tasks as will inspire him to the best effort he is capable of and with the minimum of assistance from any one. Day by day, hour by hour, the child should gain in mental power, and his work should be planned accordingly. This calls for a well-defined purpose for the class and for each pupil, each day. Too much of our teaching is haphazard; the teacher's mind is centered upon the subject matter of the lesson to the neglect of the pupil's needs. We teach arithmetic, geography, history, and we do not teach children. This fault grows as we ascend the educational ladder and when we reach the college, there is no attempt to teach anything but the subject—the neglected freshman or sophomore flounders aimlessly about in the sea of learning. Lucky it will be for him if he gets his bearings before his college course is more than half done.

My excuse for dwelling at such great length upon this matter is that it is the most vital question of modern schools, and that it is all pervasive. Pupils do not gain efficiency at all in proportion to the time spent in the schools. There is perhaps no time when the school life of a child makes as much for efficiency as during the two years spent in the kindergarten and the first grade. The foundations of school instruction and school life are there being laid and the wise kindergartener and the skillful first grade teacher have pretty clear conceptions of what that means, and so work with a definite end in view.

"But little demand is made upon the pupil's active powers of observation, of comparison, of inference, and of judgment; he is required to make but little use of the knowledge which he is supposed to possess in the interpretation and acquisition of more knowledge; his constructive imagination receives little exercise; the constant appeal is to memory and imitation; the uniform requirement is obedience and conformity. In short, the child's receptive and passive functions are made to occupy the schoolroom stage almost exclusively. Instead of a graded course of training in self-direction and independence, growing more and more difficult, making larger and larger demands on these powers of the pupil, we have almost the reverse."

These criticisms suggest in a general way the remedy. Certainly no attempt can be made within the limits of this report to do more. Suffice it to say that teachers must devote more time to teaching children how to study and must pay more regard to the quality of work done by their pupils. They must not slavishly try to satisfy the demands of what seems to the superficial observer to be an over-crowded curriculum. No course of study is over-crowded to a teacher who can wisely discriminate and who has a sense of educational perspective.

MORAL EDUCATION

The rude conduct of some children on the street is a subject of remark in Andover; everywhere, for that matter. All good people regret it and all should do everything in their power to correct the evil. Some charge this up to the negligence of the schools, for this as for other social and civic ills a convenient scapegoat. Thoughtful, fair-minded people, however, know that the responsibility is upon the homes from which these children come.

Some older people think children behaved much better when they were young. Another extract from this same report of a half-century ago throws some light upon the subject. Under the caption, "But the best of teachers cannot do all things" the Committee say—"What if, for example, these teachers use their best efforts, during the small part of the time their schools are in session, to make their pupils respectful and gentlemanly in their behavior, and kind in their feelings towards all classes of persons, in case the father and mother leave them uninstructed and unrestrained all the rest of the time? We use this example, because it is commonly reported that our children are falling more and more into habits of rudeness and incivility."

Fifteen years later, in April, 1872, Henry S. Greene, Geo. H. Poor, and Henry Boynton, then School Committee, say in their report:

"The Committtee have observed in and about several of the school-houses evidences of a spirit of wanton mischief for which it is very difficult to account. That a boy will sit in school and de-

liberately cut and deface his desk and chair, or, when out of his seat at recess or during intermission, will cut, mark, and injure the schoolhouse and out-buildings, would seem incredible, did we not know the fact. The condition of some of our school furniture would astonish and pain the parents of many of the pupils who occupy it."

In 1867, Benj. B. Babbitt, Henry S. Greene and Samuel H. Boutwell constituted the School Committee. They quote as follows from a Newburyport paper:

"Where most of all our schools fail is in moral instruction. Go into the neighborhood of any of them when the boys are at play about the doors, and one might doubt whether the scholars knew the name of Jehovah except to swear by. The profanity is shocking, such as is known and heard nowhere else on the face of the earth. There is not a Mohammedan or heathen land where the moral culture, according to their standard, is so low, or where such utterances would be permitted by the civil authorities."

This is putting it pretty strongly for those good old times. The Committee follow up this quotation with the following:

"But it will not do for us in Andover to boast; we have heard and especially seen enough in our schools, written and punctured on the walls, doors, and door-posts, not to speak of more private places, to make our hearts ache. It will not do for us to turn our faces away; the record of the shame is there, and natures are developing in the midst of the worst vileness, for whose culture we are responsible."

DRAWING

The tendency the last decade in the public schools of the Commonwealth has been to devote a disproportionate amount of time to brush and color work. It is a reaction from the time when the artistic side of drawing was too much neglected. Not that color work always gives artistic training or that it is impossible without it. This is far from the case. But just now everything runs to color, color, color. Children should use the pencil more. They should devote more time to the making of outline drawings of mathematical and artistic forms, of common objects in the school and the home; they should make sketches of buildings and

simple landscapes, and working drawings should receive much more attention than they do now. All this can be done without any neglect of the purely artistic side. Certainly nothing that we can do for children in the public schools will contribute more to their success and happiness in life than an appreciation of the beautiful in form and color. But that art training may endure and continue to influence the lives of children after their school-days are ended, the application of art to the things of everyday life must be made in the schools, or it is not likely that it will ever be made. Our art training must be of such a character that its relation to dress, the home, to the vocations of life shall be clearly recognized while the child is still a pupil. If this be done then we may hope that it will be of lasting benefit. Few will ever make use of the brush and colors in after life, but the pencil will be always at hand, and as a means of expression will be brought into frequent requisition.

The work done in our schools is exceptionally good and when brought into comparison with what is being done elsewhere, we have every reason for congratulation. And I heartily approve the kind of work that is being done, but my contention is that it is out of proportion and that other work of greater practical utility such as I have mentioned above is being neglected, very generally neglected throughout the State, at the present. The pendulum has swung to the other extremity of the arc as it has done so often in the past history of our school system in this country. My appeal then is for more exact, intelligent, discriminating work with the pencil even though it may be necessary to curtail to a considerable extent the brush and color work.

One other thought I must put on record before I leave this subject, even though it be at the risk of being called old-fashioned. It seems to be regarded as an educational crime just now in Massachusetts to allow children to copy the drawings of others, to draw from the flat copy. I see no pedagogical basis for such a view. Certainly advanced art students spend years in the museums and galleries of this country and Europe copying the work of the masters. Children learn, and properly learn, much by imitation. Why should they be deprived then of this important means of training in drawing and art?

MUSIC

The work in music in some respects is being done admirably, and highly commendable results are being obtained. There is no over-straining of the children's voices and the quality of tone little to be desired. Moreover much is being done to develop the interpreting power of the pupils and to cultivate in them an appreciation of the artistic value of the songs sung.

The principles of musical notation are also fairly well taught in the elementary schools. In the Punchard School, however, very little is accomplished in the way of building systematically upon the foundations laid in the elementary grades. One more or less perfunctory lesson of thirty-five to forty minutes weekly, hardly serves to keep alive the spark kindled in previous years, to say nothing of adding to the pupil's musical knowledge and technique.

What we especially need all along the line is more singing of songs, bright, gladsome, spirited, expressive songs of good musical quality and adapted to the age of the children. Within certain limitations we learn to sing by singing, and not by too exclusively studying the mechanism of music.

Again the singing is almost entirely in chorus, and little effort is made to develop self-reliant, independent effort. This cannot be done by concert singing alone. As well try to make good readers by always reading in concert. The one has just as much justification in pedagogy as the other. No child is trained best in that way and some get practically no training at all. Many children should be encouraged to sing solos, and in duets, trios, quartets. Glee clubs should be formed of boys and girls in all the larger schools. This work should be kept up throughout the year as part of the regular work and not done spasmodically at long intervals and in preparation for some public exercise. Individual pupils should be given an opportunity to develop according to their ability. The lockstep should be broken in music as well as in other subjects, and children should be rescued from its paralyzing, deadening influence.

SEWING

The work in this department is progressing satisfactorily. The lessons are confined to the fourth and fifth grades. They are necessarily quite elementary, consisting of practice on the different kinds of stitches and the making of simple articles of wearing apparel for the pupils or members of their families. An attempt has been made this year to encourage some of the more apt pupils to do extra work at home. At present the lessons stop short of fruition; the children would be more interested if the work extended through the sixth and seventh grades, in which case there would be opportunity to put into practice the principles which they acquire in the first two grades.

Thus far the boys have received instruction in sewing with the girls. It certainly will be of benefit to boys to receive some training in the rudiments of sewing. But upon the whole I am inclined to think that other form of manual work for the boys should be substituted for sewing, and especially in grades six and seven. Cardboard construction, basketry and knife sloyd seem best adapted to children of this age.

NINTH GRADE PROMOTIONS

The following named pupils of the Ninth Grade received certificates of promotion to the Punchard School in June:

Stowe School—Mary Abbott, Stephen Boland, George Cheyne, Reginald Chutter, Lawrence Colby, Florence Craik, Annie Daley, George Donovan, May Donovan, Daniel Dugan, Arthur Eastwood, Eva Eaton, Esther Eysers, Emma Holden, Anna Holt, Margaret Keane, Edith Kendall, Isabel Killacky, Lottie Lawrence, Mary Maroney, Stanwood Morrill, George Morse, Walter O'Connell, Roy Rhodes, John Ronan, William Sellars, Lois Spickler, Lester Towne, Archibald Tyler, Edna Ward, Paul Ward, James Welch, Amory Williams.

Bradlee School—Catherine Castle, Sarah J. Daley, Birdie M. V. Evans, Florence B. S. Evans, Ethel M. Gardner, Arthur R. Mears, Helen Riley, Louisa Wheatley.

West Centre School—Charles M. Carroll, Herbert P. Carter, William H. Haigh, Clara N. Wright.

North School—Bertha Maddox, Henry McGovern, Sylvester McGovern.

Bailey School—Palmer Wilcox, Leon Hardy.

Osgood School—Porter Livingston, Bessie Livingston, Gertrude Phinney, Maud Spaulding.

ROLL OF HONOR

The following pupils have been perfect in attendance the present school year, not having been absent, tardy or dismissed.

Punchard School

Floyd Winfred Eastman, Sarah Lizzie Cole, Ray Dearborn, Mildred Jenkins, Arthur Johnson, William Henry Haigh, Anna May Holt, Lester Newton Towne, Archibald Louis Tyler.

Stowe School

Norman Fraser, Mary Hickey, Phillips Morrison, Edward O'Connell, Emma Cashan, Gladys Hill, Marjorie Jaquith, Emma Holt, John Barrett, Charles English, Elsie Stiles, Harry English, William Holden, Francis Muldowney, Adam Michelini.

John Dove School

Lily Blomquist, James Dugan, Catherine Hickey, Herbert Holt, Alma Lee, Lena Lundgren, Jennie Wetterburg, Mary Cronin, Blanche Higgins, Lillian Holt, Joseph Muldowney.

Indian Ridge School

William Sutcliffe, John Henderson, Charles Spark, James Batchelor, William McDermitt, Helen Smith, Alice Baxter, Edith Dick, Elizabeth Guthrie, Lillian Lowe, Addie Baker, Gertrude Hilton, Jeanie Valentine.

Bradlee School

Frank R. Petty, John Wheatley, Nellie Matthews, Grace Riley, Dorothy Shattuck, Agnes Benedict, Marion Schneider, George Bruce, George Herries.

Richardson School

John Hobart, Alexina Harris, Helena Brady, Martha Mears, Irving Piper, Ethel Walker, Edna Mears.

North School

James Crowley.

Bailey School

Esther Henderson.

West Centre School

Josephine M. Burt.

PICTURES, BAS RELIEFS AND STATUARY

For the information of the public we give below lists of the pictures, bas reliefs and statuary in the several buildings. We have listed only those of superior merit.

*Punchard School**Statuary.*

Diana de Versailles, Venus de Milo, David, Niké, Demosthenes

Bas Relief

Four sections of the Della Robbia Cantoria Frieze.

Busts

Julius Caesar, Venus, Juno, Hermes (2), Archilles, Appollo, Cherub.

Photographs of Statuary

Dying Gaul, Psyche, Laocöon, Minerva, Discobolus, Perseus, Juno, Fame, Venus, David, Niké, Farnese Bull, Marcissus, Bust of Ajax, Menelaus, Medusa, Mercury, Jupiter, Hebe, The Wrestler, Noble Group.

Photographs of Buildings

Westminster Abbey, Cathedral of Milan, Arch of Constantine, Saint Marks, Church at Stratford, The Pantheon, The Colosseum (interior), The Colosseum (exterior), Notre Dame, the Parthenon.

Photographs of Paintings

The Triumph of Germanicus, The Reformation.

Engravings

National Capitol, Abraham Lincoln, George Washington, Ellen's Isle, Shakespeare's Epitaph, J. G. Whittier, H. W. Longfellow, Julius Caesar.

Oil Paintings

Mr. F. O. Baldwin, Mr. William G. Goldsmith, by Miss Emily Means; Mr. Benjamin Punchard.

Stowe School

Stratford on Avon, Concord Bridge, The Grand Canal, Bridge of Sighs, Courtship of Myles Standish, Song of the Lark, Breton; Sir Galahad, Watts; Head of Christ, Hofmann; Sistine Madonna, Raphael; Ville D'Avray, Corot; Holy Night, Correggio; Hermes, Praxiteles; Spring, Corot; The Windmill, Ruysdael; The Fighting Temeraire, Turner; Reading from Homer, Alma Tadema; The Aurora, Guido Reni; The Gleaners, Millet; Madonna, Dangrefield.

Statuary and Bas Reliefs

Boys Playing Instruments, Luca della Robbia; Boys Playing Cymbals, Luca della Robbia; Boys Dancing, Luca della Robbia; Winged Victory and Pedestal, Diomedes and Victory, Diana of Versailles, Apollo, Bust of Benjamin Franklin, Bambino, Luca della Robbia; Madonna and Child, Benedetto da Moiana; Boys Singing, Fiamingo Fraction.

*John Dove School**Pictures*

The Shepherdess, Lerolle; Angel's Heads, Sir Joshua Reynolds; Queen Louise of Prussia, Richter; Christ with the Doctors, Hoffman; Venetian photograph; Feeding the Birds, Millet; Breaking the Home Ties, Thomas Hovenden; Returning from the Fair, Rosa Bonheur; Thorough-bred, Heywood Hardy; Madonna and Christ-child; Columbus' Ship; An Etching; Jersey, E. A. Douglas; Repose in Egypt, Plockhorst; Protection, Sperling; Sistine Madonna, Raphael; Can't You Talk, Holmes; Dignity and Impudence, Landseer; Madone, Dagnan-Bouveret; Baby Stuart,

Van Dyke; Fruit, Annie C. Nowell; Heilige Nacht, Carl Muller; Madonna, Bodenhausen; Listening to the Fairies, Bodenhausen; The Bridal Procession, C. Y. Turner; Fruit Piece, Annie C. Nowell; Whittier's Birthplace, From an old photograph; J. G. Whittier; H. W. Longfellow; Children Dancing,—Cantoria Frieze—by Luca della Robbia; Children Playing Tambourines—Cantoria Frieze—by Luca della Robbia; Cupids Singing, Giovanni da Bologna; The Picnic; The Sheepfold; The Blind Beggar, T. Fard; St. Anthony and the Child, Murillo; Birth of Our Nation's Flag, Presented by Womens' Relief Corps.

Statuary and Bas Reliefs

Diana of Versailles; Mercury, Pigalli; Cupid Singing, Giovanni da Bologna; Cupids Singing, Giovanni da Bologna; Bust of Lincoln; Bust of Washington; The Vintage; Cupids from Tomb of Henry VIII, Revere, G. Cobb; Boys Playing on Trumpets, Luca della Robbia; Children Playing on Musical Instruments, Luca della Robbia; David, Mercie; Young Michael Angelo; Boys Singing from a Book, Luca della Robbia; Bust of Benjamin Franklin; Bust of Daniel Webster; Boys Playing Cymbals, Luca della Robbia; Lion's Head; Little St. John; Laughing Boy.

Bradlee School

A Distinguished Member of the Humane Society; Portrait of Washington, Stuart; Her Only Playmate; Ponies of the Princess; Thoroughbred; Washington Resigning His Commission, (Presented by the W. R. C.); Washington Crossing the Delaware, Portrait of Washington, Stuart; Battle of Princeton, Death of Montgomery, (Presented by the W. R. Corps).

Richardson School

Pictures

Sistine Madonna, Raphael; St. Anthony of Padua, Murillo; Brittany School, Geoffrey; St. Bernard Dog; "Bayard", Paton; The Shepherdess, Lerolle; The Angelus, Millet; Christ in the Temple, Hoffman; Niagara Falls; The Ponies of the Princess, Erelman.

Statuary and Bas Reliefs

The Vintage, De Prato; Dancing Boys, Della Robbia; The Trumpeters, Della Robbia; Singing Boys, Della Robbia; Drumming Boys, Della Robbia; Victory and Alexander, Thorwaldsen; Section of Triumph of Alexander; The Lion, Barye.

*Indian Ridge**Pictures*

Horse Fair, Bonheur; The Sanctuary, Landseer; Youth of Lincoln, Rhees.

*Samuel C. Jackson School**Pictures*

Children of Charles I, Van Dyke; Milk Maid, Hauben; Imperial Size Venetian Scene; Lincoln; A Little Child Shall Lead Them, W. Strutt; Children of the Shell, Murillo; Madonna of the Chair, Raphael; The Nursery, Waterloo; John, Andrea del Sarto; The Divine Shepherd, Murillo; The Holy Family, Murillo; The Shepherdess, Le Rolle; The Boy Handel, Margaret Dicksee; Water Color, Mrs. Hincks; Cattle at the Watering Place; A Heavy Load.

Seven very small pictures illustrating Childhood

The First Love, The First Sermon, Jessie Wilcox Smith; The First Dissipation, The First Punishment, The First Lesson, Little Brother, Margie Woodbury; Our Baby.

SCHOOL GARDENS

The Village Improvement Society again last spring distributed packages of flower seeds to the children in the public schools. Five hundred and eight children availed themselves of this opportunity and purchased seeds at the nominal price of one cent per package. The whole number of packages thus distributed was 2255. In June just before the close of the school year, all children who wished to compete for prizes were asked to give their names to the teachers, and 265 responded. These gardens were visited at intervals throughout the summer by committees of ladies and the following list of prize winners was agreed upon:

FIRST PRIZE—ONE DOLLAR

Florence O'Connell	Holt District
Frank Boland	Elm Street
Mary and Ruth Lydon	North District
Elsie and Hazel Stiles	Washington Avenue
John, Ralph and Addie Baker	Stevens Street

SECOND PRIZE—FIFTY CENTS

Grace Kline	North District
Howard and Guy Conkey	Porter Road
Aileen Wood	Ballardvale
Elizabeth Guthrie	Red Spring Road
Ellen and Jennie Wetterberg	Maple Avenue
Pauline Wood	Elm Street
Mary and Joseph Basso	Pearson Street

THIRD PRIZE—TWENTY-FIVE CENTS

Annie Platt	Pine Street
Arthur Cole	Elm Street
Chester Callum	Elm Street
Margaret Sweeney	Clark Court
Mary Cronin	Elm Court
Anna Kyle	Elm Court
Alice Stack	Elm Street
Elijah Fraize	North Main Street
Joseph Perez	Boston Street
Fred and Dorothy Shattuck	Scotland District
Roy Flint	Holt District
Bradford Clarke	Main Street
Sarah and Katherine Myatt	Highland Road
Marguerite Donovan	Chestnut Street
Eric Cuthill	Ridge Street
Clarence Eastwood	North Main Street
Edna Garside	South Main Street
Irene Valentine ,	Central Street
Edward and Holbrook Dodge	Park Street

The interest in flower culture has in no sense abated among the children. In fact there has been no year since the distribution of seeds began when the interest has been livelier or the results have been more satisfactory.

The Society has not yet definitely decided what policy to pursue the coming year, but it is hoped that encouragement of home gardening will continue from some source. I think that the culture of vegetables should also be encouraged, and hope that the work of the Society may be supplemented by the school authorities, and that an opportunity be afforded the teachers to take a more active part than heretofore in this delightful feature of school work. I am quite sure that our teachers would willingly respond to any demand of this kind upon them. Home gardens in many respects are more practicable than school gardens. Our springs are so backward that little time is afforded, before the close of the schools, in which to plant and cultivate the gardens. Most of the interesting period of growth and fruition comes during the long vacation when teachers and many pupils are absent from town. During this time the school gardens languish, weeds gain the ascendancy, and when the schools open in September the result is not encouraging.

But something is being done with school gardens. At the Bradlee School, in particular, very satisfactory results have been attained in the culture of vegetables in the schoolhouse lot. Some of the vegetables were carried home for use by the young gardeners but most of them were sold, and the proceeds of the sales are in the Andover Savings Bank to the credit of the children. Incidentally they have received training in the keeping of accounts and in doing business with the bank.

But there is another aspect of this work that we are apt to overlook. Much is said and written nowadays about a return to nature, and the benefits of more simple and less artificial ways of life. If we can develop in our boys and girls through plant culture a love of nature and out-door life we shall have done a great good. We have always claimed for nature study that it is one of the greatest moral safeguards, a means of refining away the grossness in our natures. Gardening, in my judgment, the prac-

tice of gardening from the love of it, is the best form of nature study, for it calls for purposeful outdoor activity and it has besides a vocational stimulus; it coordinates with the practical side of life while still retaining high cultural value.

RECOMMENDATIONS

The following recommendations are made for your consideration, not necessarily for immediate action, but all, in my judgment, are worthy of your careful consideration at no distant date.

1. The more complete working out of the group system of teaching with the consequent abandonment to a large degree, of mass teaching that the needs of individual children may be better conserved.

2. Greater opportunities for manual training.

- a. A well-planned course in wood-working for the boys of grades eight and nine.

- b. An extension of the lessons in sewing, designing and garment draughting so as to include all the girls in grades four to seven.

- c. Cardboard construction, basketry, bent iron work and knife sloyd for the boys of grades four to seven.

3. More supervision of drawing, designing and art education in grades seven to nine, and an extension of the work in the Punchard School so that opportunity may be afforded the pupils there to receive at least two lessons per week. That better provision be made for arts and crafts work in the Punchard School.

4. As far as possible a complete correlation of all manual and art work.

5. More mechanical drawing, and more free-hand drawing from objects with the pencil; more work in design and applied ornament.

6. In music, more rote singing, more memorizing of music and fuller recognition of the principle that we learn to do by doing.

7. More frequent gymnastic drills for the pupils of the Punchard School, especially the girls.

8. Some arrangement, if the directors of the Andover Guild are willing to entertain the proposition, by which systematic use may be made of the new gymnasium at the Guild House by the pupils in the upper classes of our schools, under the direction of an instructor.

9. A more systematic oversight and direction of the play of children upon the school grounds.

10. A demonstration school garden in the rear of the Stowe School where children may be taught from observation and practice how to plant seeds and cultivate plants.

11. The careful fostering and encouragement of home gardening.

12. The employment of some one to direct and inspect the home gardens during the summer vacation. This person should be one who is able at the same time to keep the manual training room open for instruction of all children who wish to take advantage of it. It would be well if the same person or an assistant could have in vacation time, some oversight of the play of the older boys.

13. The proper grading and beautification of all the school-grounds in town, where necessary.

14. Completion of the installation of adjustable desks in all the school-rooms in town where it has not already been accomplished.

15. The purchase of good pictures and other works of art to properly adorn all the schoolrooms in town not already supplied with them.

16. An upright piano with mechanical player for the Punchard, Stowe, Indian Ridge and Bradlee Schools, that the musical tastes of children may be elevated and trained by listening to music of a high order of merit.

17. A joint technical school for Andover, North Andover, Methuen and possibly other contiguous towns, so situated as to be easily accessible to all.

18. Telephone connection between all the larger school buildings and with the Superintendent's office.

19. Some provision whereby the superintendent may be relieved of at least a part of the clerical and other petty duties incident to the office, especially those connected with the distribution of supplies, that he may have an opportunity to devote more of his time and energies to the larger things of the schools.

20. That the sanitary conditions at all the smaller buildings be improved as soon as expenditures will warrant.

21. That the Board continue its policy of each year replacing a portion of the worn out plaster and wooden blackboards by slate of the best quality.

22. A change in the basis of promotion from the grammar schools to the high school is referred to under the head of educational progress. I would recommend that in like manner worthy pupils in the ninth grade who have not quite reached the desired standard for promotion to the Punchard School be in like manner permitted, subject to the recommendation of the teacher and the approval of the Superintendent, to take part-time work in the high school. I think we shall in this way be able to retain such pupils in school and prolong their school life, whereas if they are required to repeat the whole of the ninth grade work they not infrequently drop out of school altogether. We sometimes feel impelled to promote such pupils to the Punchard School to avoid such a catastrophe. I think the recommendation is worthy of serious consideration. Schools are not organized solely for the purpose of maintaining arbitrary standards and enforcing inflexible rules, but for doing the greatest good to the greatest number of children. Every child who is compelled for any reason to repeat the work of a grade adds to the expense of the town the sum of \$29.39, which is the annual per capita cost of the schools. Twenty such pupils entail a loss of \$587.80, sufficient to employ an additional teacher of excellent ability. No account is here taken of the vastly greater loss to the child and the family.

Since the opening of the school year in September I have made four hundred and eleven visits to the various school-houses, and I am pleased to report that your teachers are very faithfully doing their duty to the children placed in their charge.

Respectfully submitted,

CORWIN F. PALMER.

ANDOVER, February, 1908.

PUNCHARD SCHOOL

PRINCIPAL'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools

DEAR MR. SUPERINTENDENT:— It gives me pleasure to submit to you my fourth annual report as principal of the Punchard School.

The total number of pupils enrolled during the current school year is 107, 43 boys, 64 girls. The number of pupils who have left thus far is three, of whom one moved from town, one left because of poor health, and one to go to work. This growth in permanency is extremely gratifying as indicative of two things; first, an increased appreciation of what the school is doing; secondly, better school work. A great amount of individual work is being done in practically every department of the school to keep the slower and less ambitious pupils from falling behind.

Lest the recorded number of instances of tardiness be misinterpreted by some not acquainted with the facts I will say that the school generally is very prompt in this matter. Nearly all the cases recorded are the result of the lateness of the morning train from Ballardvale and of the half-hourly cars. Nearly four tenths of our pupils come daily by these conveyances. Until the present year the pupils from Ballardvale have been obliged to leave home at 7. a. m. This year, by beginning the session five minutes later these pupils have been able to leave at 7.30 a. m., and arrive on time except when the train has met with unusual delays. We feel that the increased convenience to these fourteen Ballardvale pupils more than compensates for the ill-appearing record.

The proportion of high school pupils from Ballardvale, West Andover and Haggetts, 27 per cent. of our entire number, reflects great credit upon the schools and teachers there, as well as upon the communities as a whole. It should be mentioned with great credit to them that from the two latter named stations there came

PUNCHARD SCHOOL

fourteen pupils who are obliged to leave home before 6.30 a.m., and who reach home again at about 6 p.m., most of them walking from three to five miles daily. Such pupils are a credit to any school and usually do excellent work.

Since my last report one graduate has entered Smith College, two Simmons College, one Tufts College, two the Bridgewater Normal School, one the Lowell Normal School, three the Lowell Textile School, and three are back for post graduate work with us. The graduates of the business department have nearly all entered upon positions of responsibility and are giving good satisfaction. It has thus far been noticeable that those who secure and retain the best positions are those who have made the best record in the school.

Last June a personal letter was sent by me to the parents or guardian of each boy or girl who was that year graduated from any of the ninth grades of the town. There was also enclosed an election card of courses and a list of hours for interviews with the principal. This plan, I feel, has been in some measure responsible for the entrance of a considerable number of pupils who had not anticipated doing further school work, and the result of which has been a rather large entering class of 21 boys and 18 girls. The class has distinguished itself, as a whole, by its earnestness and good work, and its high ideals.

A steady growth in the scholarship of the school has been evident. Pupils who fail to do satisfactory work in any subject are scrupulously required to repeat that subject the following year. The system of marking report cards has been simplified. Three grades of work are recognized. "C" indicates passed with credit, "P" passed, "F" failed.

The teachers have striven most earnestly to inculcate more than a mere scholastic standard of excellence. They believe that moral education, the appreciation of self-responsibility, self-respect and deference for law and order, the building of character and the maintenance of personal individuality are what is most needed in this critical period of our nation's life. The splendid example of some of our boys and girls should be an inspiration to all.

While we would deplore the thought of fixing a pecuniary value upon effort and character, yet it is indisputable that children and adults as well are inspired by the material and public recognition afforded by prizes. For this reason we have accepted gratefully, from an anonymous donor, three new prizes, offered for this year. First: a prize of \$10 to the student who is adjudged to have exerted the greatest influence for earnestness, loyalty and cheerful effort upon the welfare of the school. Second: two prizes, one of \$5, the other of \$3, for excellence in first year Latin. Third: a valuable set of draughting instruments for excellence in debate and extemporaneous speaking.

The Class of 1907 have placed in the lower corridor a large statue of the Diana of Versailles, with pedestal, their parting gift to the school. A handsome Punchard banner was presented this fall, by the girls of the school. An appropriate staff, surmounted by a brazen eagle, was presented by Mr. George A. Parker, of the Board of Trustees.

The system of assigning to each class the full responsibility for the preparation and presentation of the special programs for Thanksgiving, Washington's Birthday, Patriots' Day, and Memorial Day is being continued this year. These programs are given on the school day immediately preceding those holidays, at 12.15, in Punchard Hall, and the public is cordially invited. More visitors to the regular work of the school would be welcomed at any time. Either the principal or an attendant may be found at the office at all times.

The development of school pride and loyalty through athletics has been rapid and successful. We have won, both last year and this, the football championship cup, this year the baseball league trophy, and, within a few days, the relay race at Lawrence City Hall. The track team last spring won second place, and the hockey championship is not decided. Cross-country running was successfully introduced last fall, particularly for those boys who did not compete upon the regular teams, but no interscholastic contest was held. Regular gymnastic work for the girls is given weekly, and a private field meet was held by them in June. This work of the girls is proving particularly interesting this year under the enthusiastic direction of Miss Kathan, the new physical direc-

tor. The profit, both physical and mental, gained from athletics directly, by the participants is sufficient to warrant their encouragement, but far more important than this is the tone of school pride and enthusiasm in which the entire school shares. Athletics properly conducted are eminently worth while. Incidentally, I will say that no Punchard pupil is allowed to compete in any interscholastic contest unless his rank for the entire year is above the passing mark in every subject.

In one respect the school is unfortunate. Owing to local conditions we have no adequate means of providing funds for the maintenance of athletics. Could our alumni appreciate this fact I have no doubt but they would stand ready to provide a remedy for this serious problem.

The school paper, the *Ensign*, has passed the experimental stage and proven successful in all ways. It has brought the school into hundreds of homes where the school had not entered before, it has given a considerable experience in literary and business management, afforded something of an impetus to literary activity, paid its own bills, and contributed somewhat to other departments of school finances. For this success we have to thank the editors who have given much painstaking effort, the efficient business managers, and most of all, the public who have so courteously and kindly made this possible by their advertising and subscriptions. The *Ensign* is generally acknowledged to be by no means inferior to the publications of other schools about us. And here I would record our appreciation of the very superior press work done on the *Ensign* by the Andover Press.

While it gives us much regret to record the resignation of Mr. C. L. Barton, to accept the principalship of the Ashland High School, and that of Miss Phoebe Lee Hosmer, who left us this winter for a much more lucrative position at Stamford, Conn., it is possible to state that we have met with an unusually high degree of success in securing successors to them. The science vacancy was filled by the election of Mr. Maynor D. Brock, a graduate of Dartmouth College, who had been teaching in the Claremont, N. H., High School. For the French and German department, Miss Carolyn A. Rey, a graduate of the University of Paris, was induced to come to us from the Allen School at West Newton. The

school has been singularly fortunate in its teachers and I sincerely trust that those who have remained with us and given such able services to the school may long continue with it. During the enforced absence of Miss Austin, occasioned by serious illness for some three weeks, Miss F. Louisa Eaton, Punchard '03, and Wellesley College '07, substituted most acceptably in the history department.

Fifty years ago next June occurred the first graduation exercises of the Punchard School. During this time the school has fulfilled a mission of great usefulness, and sent forth many noble men and women. It seems to me highly fitting that this significant anniversary should not pass without fitting commemoration. The proper observance of this anniversary should be of deepest interest to alumni, undergraduates and the community in general, and could not fail to redound to the advantage of the school. Suggestions for such an observance will be welcomed, and should be made as early as possible.

The removal of the dying trees which was so skilfully effected has accentuated the need of a proper driveway, of macadam or similar material, leading to the school. The lower corridor, despite all attempts to counteract it, still presents an unsightly appearance as one enters, due to the need of repainting the ceiling and walls. Two class rooms are without clocks, and one has no proper teacher's chair. Several of the steam escape valves in Room 4 and Punchard Hall are of an especially noisy nature, and should be exchanged for others less troublesome as the work of classes is sometimes seriously handicapped thereby. It is to be hoped that the plan for exchanging the old, unadjustable desks can be continued this year.

Thanking you, personally, and all the other officials of the school for all courtesies rendered, I respectfully submit this report.

CHARLES L. CURTIS.

PUNCHARD SCHOOL, February 1, 1908.

SUPPLEMENTARY REPORT

Prizes in various subjects were awarded as follows :

The Barnard prizes for excellence in English Composition and oral delivery : first prize of \$20 to Gertrude Beatrice Randall, '09 ; second prize of \$12 to Florence May Mears, '07 ; third prize of \$8 to Helen May Cates, '07.

The Goldsmith prizes of \$5 each, offered by the Alumni Association for excellence in speaking: boys' prize, Roy Edward Hardy, '08 ; girls' prize, Margaret Marion Rogers, '10. Honorable mention was made of Reginald Frederick Chutter, '11.

The M. E. Gutterson botanical prizes: first prize of \$5 to Mildred Jenkins ; second prize of \$3 to Lewis Lindsay.

On June 21 a class of twenty-four was graduated, the second largest in the history of the school. The following is the program of graduation week :

CLASS DAY EXERCISES

WEDNESDAY, JUNE 19

PRESIDENT'S ADDRESS

Philip Lewis Hardy

CLASS HISTORY

Fanny May Angus

POEM

Sarah Elizabeth Whittemore

MUSIC—"Ma Normandie"

Fréd Bérat

STATISTICS

Helen May Cates

ADDRESS TO UNDERGRADUATES

Clinton Burnay Clarke

PROPHECY

Elsie Blanchard Cheever

MUSIC—"Mädele ruck, ruck, ruck"

Schubert

PLANTING THE IVY

CLASS SONG

5.30 P.M.—Reception to Senior Class and School Officials
by the Juniors

GRADUATION EXERCISES

MARCH

PRAYER

Rev. J. Edgar Park

CHORUS—"Flow Gently Sweet Afton" Burns, Spillman

SALUTATORY AND ESSAY—"Lyric Poetry, Its Aim and
Motive"

Ethel March Hazelwood

RECITATION—"Pulvis et Umbra" Bliss Carman
Florence Ethel Mears

GIRLS' QUARTET—"Oft in the Stilly Night" Moore
Misses Coleman, Ralph, Shaw, Dugan

HONOR ESSAY—"Robin Hood, a Ballad Hero"
Marion Dalton Saunders

RECITATION—"The Ballad of Robin Hood and Will Stutley"
Clarence Edward O'Connell

SOLO—"Kathleen Mavourneen" Crouch

PRESENTATION OF CLASS GIFT
Philip Lewis Hardy, President of Class of 1907

ACCEPTANCE FOR THE SCHOOL
Roy Edward Hardy, President of the Class of 1908

PRESENTATION OF M. E. GUTTERSON BOTANICAL
PRIZES

DUET—"O Wert Thou in the Cauld Blast" Burns, Mendelsohn
Misses Bowman and Ralph

ESSAY AND VALEDICTORY—"Bliss Carman, a Lyrist of Today"
Gratia Livermore Prouty

CHORUS—"The Harp That Once Through Tara's Halls" Moore

PRESENTATION OF DIPLOMAS

CLASS SONG

Class of 1907

CLASS SONG

To Punchard

Once again we're here assembled,
One last time before we part,
As we oft have met together
Hand in hand, and heart to heart.
Though we grieve for one another,
Most of all we grieve for thee,—
Thou has sheltered us and guided,
Taught us what we ought to be.
For we learned to love thee, Punchard,
In those swiftly passing days,
And to thee our hearts and voices
Lifted oft in songs of praise.
But our high school days are ended;
From thy arms we venture forth
Into that wide world that bids us:
"Come ye hither. Prove your worth."
Yet thy precepts still shall guide us
As they guided us of yore;
On the past that lies behind us
We must build the life before.
So with "animo et fide"
Let us do our part in life,
Till the last, low summons calls us
Home from out the battle's strife.

Gratia L. Prouty.

CLASS MEMBERS

Alice Josephine Abbott
Helen Elizabeth Bailey
Helen May Cates
Clinton Burnap Clarke
Anne Mabelle Coleman
Annie Cecilia Dugan
Cynthia Ella Flint

Fanny May Angus
Belle Bowman
Elsie Blanchard Cheever
Ada Louise Cole
Marjorie Elizabeth Davies
Helen Eaton
Elizabeth Scott Gordon

Philip Lewis Hardy	Ethel March Hazelwood
Florence MacCreadie	Florence May Mears
Clarence Edward O'Connell	Gratia Livermore Prouty
Elsie Pearl Ralph	Marion Dalton Saunders
Ruth Eleanor Shaw	Sarah Elizabeth Whittemore

President, PHILIP LEWIS HARDY

Vice-President, CLARENCE E. O'CONNELL

Secretary and Treasurer, HELEN E. BAILEY

DRAWING TEACHER'S REPORT

Mr. Corwin F. Palmer, Superintendent of Schools

While no marked differences in method of work have characterized the year in this department under my direction, faithful effort on the part of teachers has resulted in the progress of the pupils, and the average of the work in the schools throughout the town shows much progress during the past year.

More freedom than ever before has been given the teachers, with the purpose of developing more artistic and spontaneous work with the children, and it is always such a pleasure to find some original work carried out on the part of the grade teacher. The illustrative work has been most interesting in some of the grades, and the work has improved in this direction.

A child will draw almost any object that is suggested, sometimes with very little knowledge of the form of the object suggested. His imagination supplies all deficiencies. One must not destroy this delightful confidence.

The fall term was spent in drawing from nature, including leaves, vines, flowers, fruits, and vegetables. The nature work is developing the love of the beautiful in the child, and training him to power, in the expression of ideas of the beautiful. We have seen by the work this fall, that the children use their eyes, as they never did before, and are quicker to observe resemblances and differences.

Whatever the nature study may be, it is certainly impressing its own lesson of beauty and fitness. By the close study of plant life, we can develop in each pupil a consciousness of beauty, and a desire to express beauty. By teaching him to look for the color in the sky, and in the flower, he searches for the truths, and it helps him to see accurately what he has before him.

Mechanical drawing is taught in all grades above the fourth, and in the upper grades, three views are taken and a section, and the models drawn to scale.

The work in lettering which the children have been doing at home this fall, has been most gratifying, and shows much originality on the part of the pupils. We encouraged the children to

work during the summer, and many drawings and paintings were brought into the classes in September.

The third exhibit of the High School work was held in Punchard Hall in June, showing the work of the year. Model and object drawing, color work, mechanical drawing, brass and copper worked out in trays of various shapes and sizes, lamp shades in paper and metal and sconces. The wood work included blotters, boxes, and book racks. Art education in the public schools demands and receives more and more attention, as its possibilities and results are better understood. In order that it may exert the greatest possible influence, and attain a higher degree of efficiency, it is certainly necessary to have a better equipment in the High School.

Through the generous gift of the grandchildren of Mr. Samuel C. Jackson the school was presented with a large carbon of Murillo's Children of the Shell.

The teachers of the Jackson School raised nearly two hundred and fifty dollars, and have a collection of carbons, platins, and colored views numbering in all twenty pictures.

I wish that more could be done in some of the other buildings toward beautifying the school rooms, as many of them have no real works of art.

We should all remember that beauty lies in the heart of every child, and that it must be cultivated early. The school-room should be adorned with pictures and flowers, whose silent influence will lift the child to a higher appreciation of that which is refining. The familiarity that comes only from constant contact with beautiful pictures is a potent factor in the development of a love and appreciation of the best in nature and art.

Through the generosity of Mr. Alfred Bartlett, of Boston, the teachers of Andover received a Symphony Calendar, a most artistic piece of workmanship, and its pages will be an inspiration and an uplift to all.

I desire to express my thanks to the School Board, and to yourself, for appreciative interest and support, and to the helpful co-operation of teachers.

Respectfully,

KATHERINE D. WHITMAN.

PHYSICAL TRAINING REPORT

Mr. Corwin F. Palmer, Superintendent of Schools.

The aim of the work in the Physical Training department is to bring about a development of the moral, physical and mental sides of the child's nature, or to supplement his natural development. "A strong body, in which all the organs perform their functions; a body, that feeds the brain for the highest thought and complete action; a body under the domination of the will and readily responsive to it; a body that wards off disease, or conquers it, and makes the highest and most prolonged self-activity possible — such a body is the sure foundation of all that is good and right."

In Grades I-III, the imitative and instinctive period of the child's life, we have nature and rhythmic games; simplest dancing steps; games; dramatization of stories, thus correlating his literature with his physical education.

The work in Grades IV-IX takes the form of more precise gymnastics, requiring gradually, closer attention, co-ordination, and concentration, and giving training for increased dexterity and greater alertness; rhythmic exercises and dancing steps; games. The rhythmic exercises and dancing steps throughout the grades, purpose to give the child more perfect control of his body, poise and self-expression.

In the High School the gymnastic work has been somewhat changed. We have introduced gymnastics, character and folk-dancing, the course including gymnastic exercises for co-ordination and quick response to the will.

A class of the same sort has been added, during the past month, for the High School boys.

In one of the Second grades we are doing somewhat more advanced work in rhythm than in the others and hope by the end of the year to have some very satisfactory results.

In two of the Fifth and Sixth Grades, a beginning in dramatization of stories, has been made, stories which are a part of the Course of Study.

Some dumb-bells are greatly needed for the Grammar Grades.

I recommend an increase of time devoted to gymnastics in the High School. The time now allotted is one 45-minute period per. week, and we need only glance at some of the round shoulders and hollow chests of some of our students to realize that 45 minutes is a very short time in which to hope to counteract these evils.

I also recommend the daily period for gymnastics in the grades be increased from 20 minutes to 30 minutes.

Parents are earnestly requested to take careful and watchful interest in the physical development of their children and to encourage them in their out-door activities, keeping them in the open air as much as possible.

A change in a department necessarily causes some difference in the work of that department, and I am very anxious to have an opportunity to meet the teachers, once a month, for a class in Normal Training. The teachers show an excellent training, and are striving to do good work. For their co-operation I wish to thank them very much, but the short time I have to see them is not sufficient to render suggestions of much material worth, and I am sure it will be more satisfactory to us all to have arrangements made for such meetings.

Respectfully submitted

MAUDE C. KATHAN

SCHOOL PHYSICIAN REPORT

MAY 1st., 1907—JAN. 31st., 1908.

Mr. Corwin F. Palmer, Superintendent of Schools:

I herewith submit my report for the period since my appointment:—

Visits to School Buildings	96
Pupils Examined	560
Pupils having disease or abnormality	193

CLASSIFICATION OF DISEASES, ETC.

Throat, Nose, etc.

Enlarged Tonsils	48
Posterior Nasal Growth	15
Nasal Growths or Obstructions	5
Enlarged Cervical Glands	27
Chronic Otitis Media	2
Foreign Body in Nose	1

Deformities:

Chest	4
Spine	3
Extremities	3

Circulation:

Heart Disease	4
Anemia	7

Skin:

Chicken-pox	7
Ring-worm	5
Impetigo	5
Pediculosis Capitis	54
Scabies	9

Eyes:

Strabismus	.	.	.	.	.	.	.	.	3
Blepharitis	.	.	.	.	.	.	.	.	4
Hordeolum	.	.	.	.	.	.	.	.	4
Errors of Vision	.	.	.	.	.	.	.	.	14

General:

Mumps	.	.	.	.	.	.	.	.	3
Rhimosis	.	.	.	.	.	.	.	.	4

About 70 per cent of the pupils examined had more or less decayed teeth.

Notices sent to parents or guardians, 122.

There have been several cases of scarlet fever among school children this winter. The Richardson and West Centre schools were both closed for short periods on this account.

These schools were both fumigated by the Board of Health before re-opening and there were no further cases.

The test for sight and hearing are now being made in all the schools.

Fourteen scholars who had not previously been vaccinated were vaccinated by me, acting for the Board of Health and I hope to soon vaccinate the few who are still unvaccinated. The general health of the pupils would, I should judge, compare very favorably with that of any town of similar size and is much better than would be found in cities.

Still there is room for improvement and this is especially true of a number of children who, though not suffering from disease, are not physically strong.

It is to these children that the teaching of hygiene in the schools is especially valuable and the teachers have accomplished a great deal of good by telling their scholars about such things as, the care of the teeth, the harmfulness of tea or coffee drinking by young children and the benefit of plenty of fresh air.

VENTILATION

The ventilating systems of the larger school buildings under favorable conditions are capable of supplying air enough to the rooms. On days when the wind, etc., are unfavorable they must

be supplemented by open windows and I can see no harm in this.

In the district school buildings the ventilation is wholly dependent on open windows and it would seem to me advisable to have some form of window ventilators installed.

The air in several of the school rooms has been tested and in each case has been found to be up to the required standard. Further tests will be made from time to time.

The dust nuisance seems to be partly abated by the oiling of the floors and this works especially well on the new hard-wood floors. Older floors with large cracks between the boards are not so easy to deal with.

SANITARIES

The sanitary conveniences of the larger school buildings are excellent and are kept in the best possible condition.

The proposed change in the sanitary arrangement at the Bailey school is greatly needed and will be an immense improvement. I hope that similar changes can be made at the other district schools and at the Richardson school.

I wish to thank the School Committee, the Superintendent and the teachers for their help and co-operation.

Respectfully submitted,

W. D. WALKER, M. D.

MUSIC TEACHER'S REPORT

Mr. Corwin F. Palmer:

Dear Sir:—Music-education can advance only as it is comprehended by the grade teachers, and it is very gratifying to the supervisor to know that many of the teachers are not only seeking that comprehension but lend their hearty co-operation to the application of each new principle learned.

There has been no year in those of my experience in working with the teachers in Andover, when the unity of action has been so felt and so appreciated as it has during the past year.

The individual work has been carried into the higher grades to a greater degree than formerly—but has by no means reached the extent for which we hope.

The study of poetry has been much more carefully done and many teachers are realizing more and more the great necessity of this study to a correct rendering of song.

The influence too of this study upon the speaking voice has been felt, and the principles carried into the study of reading.

We are appreciating more fully also, the fact that the original work is not only the true way of beginning the study of music-education but that many children who have either been allowed or led to believe that they cannot sing before coming to school, have in this way discovered their singing voices, and have often proved themselves to be possessed of exceedingly good voices, both in regard to quality and range.

In the ninth grade a piano would do much towards the advancement of the work—these boys and girls should be able to hear and become familiar with the works of our great composers.

I would like in the coming year to have the boys and girls in the ninth grades and the High School given an opportunity of studying the biographies and works of some of our greatest composers.

In this way pupils will not only gain a broader musical knowledge but will have a far greater appreciation of what the study of music in school can mean.

Respectfully submitted,
ELIZABETH HOAR.

COOKING AND SEWING REPORT

Teacher of Sewing and Cooking

Mr. Corwin F. Palmer, Superintendent of Schools:

I herewith have the honor of submitting the report of the sixth year's work in cooking and sewing.

Twenty-five pupils in the ninth grade from the Stowe and Bradlee Schools and thirty-seven pupils in the eighth grade from the Stowe, Bradlee and Indian Ridge Schools are able to take advantage of the work in cooking, while about two hundred and eighty pupils in the fourth and fifth grades have made one new class necessary.

The work with the boys in the country schools has been dropped in order to give the girls the entire benefit of the very limited time devoted to this work. These girls have drafted and nearly completed a small model skirt. In the fifth grade the pupils have been allowed a wider latitude in their choice of articles to be made. Those who are ambitious and able to bring material from home are benefitted by this change.

Following the precedent of 1906, the girls of the ninth grade gave a supper to the members of the School Committee. The menu was as follows:

Mock bisque	Croûtons
Creamed salmon	Latticed potatoes
Egg salad	Rolls
Strawberry ice	
Lady Baltimore cake	
Coffee	

Respectfully submitted,
BESSIE PUNCHARD GOLDSMITH.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1908

Andover, Mass.
THE ANDOVER PRESS, PRINTERS
1909

SCHOOL COMMITTEE

COLVER J. STONE, <i>Chairman</i> , 1 Locke Street	Term expires 1911
GEORGE A. CHRISTIE, <i>Secretary</i> , 62 Elm Street	Term expires 1911
GRANVILLE K. CUTLER, West District	Term expires 1911
ARTHUR T. BOUTWELL, Shawsheen Road	Term expires 1910
JOHN P. TORREY, 15 Elm Street	Term expires 1910
WILLIAM A. TROW, Frye Village	Term expires 1910
GEORGE T. EATON, 73 Bartlet Street	Term expires 1909
CHARLES W. CLARK, 23 Summer Street	Term expires 1909
ALBERT W. LOWE, 33 Summer Street	Term expires 1909

SUPERINTENDENT

SHERBURN C. HUTCHINSON,	50 Summer Street
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GENERAL COMMITTEES

Financial and Advisory

CHARLES W. CLARK, WILLIAM A. TROW,
GRANVILLE K. CUTLER.

Teachers

GEORGE T. EATON, ARTHUR T. BOUTWELL,
COLVER J. STONE.

Books and Supplies

ALBERT W. LOWE,
GEORGE A. CHRISTIE.

JOHN P. TORREY,

Cornell Scholarships, Phillips Academy

JOHN P. TORREY,
GEORGE T. EATON.

ARTHUR T. BOUTWELL,

Cornell Scholarships, Abbot Academy

CHARLES W. CLARK,
GRANVILLE K. CUTLER.

ALBERT W. LOWE

DISTRICT COMMITTEES

Punchard High School

WILLIAM A. TROW, CHARLES W. CLARK,
ARTHUR T. BOUTWELL.

Stowe, John Dove, and Samuel C. Jackson

ALBERT W. LOWE, JOHN P. TORREY,
GEORGE A. CHRISTIE.

Indian Ridge, Bradlee, and Richardson

WILLIAM A. TROW, ARTHUR T. BOUTWELL,
JOHN P. TORREY.

West Centre, North, Bailey, and Osgood

ARTHUR T. BOUTWELL, CHARLES W. CLARK,
GRANVILLE K. CUTLER.

LIST OF TEACHERS

Corrected to February 1, 1909

PUNCHARD SCHOOL

NAME

P. O. ADDRESS

Latin

Charles L. Curtis, Principal 45 Bartlet Street

Sciences

David J. Allen 45 Bartlet Street

English

Blanche S. Jacobs 54 Whittier Street

Mathematics

Mary E. Höhn Dern 173 Main Street

Business

Edna G. Chapin 1 Locke Street

French and German

Carolyn E. Rey 112 Main Street

History

Christine L. Lewis 45 Bartlet Street

STOWE SCHOOL

GRADE

NAME

P. O. ADDRESS

IX	Anna E. Chase, Prin.	R. F. D.1, Lowell
VIII, IX	Grace Hill	67 Bartlet Street
VII, VIII	Marian K. Brown	68 Whittier Street
VII	Caroline J. Burt	R. F. D., Lowell Street
VI	Ethel R. Coleman	42 Chestnut Street
V, VI	Carolyn A. Dean	114 Main Street

JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Annie M. Downes, Prin.	77 Main Street
IV	Gertrude J. Green	51 Whittier Street
IV	Elizabeth Ferguson	54 Whittier Street
III	Alice S. Coutts	34 Maple Avenue
II	Myra B. Stronach	51 Whittier Street
II	Jennie S. Abbott	Upland Road
I	Adèle H. Duval	11 Maple Avenue

I	Florance M. Prevost	67 Bartlet Street
Kindergarten	Lucy A. Allen, Prin.	Arco Building
Kindergarten	Grace E. Brown	Wolcott Avenue

INDIAN RIDGE SCHOOL

VII, VIII	Jean T. David, Prin.	61 Red Spring Road
V, VI	Katherine L. Moynihan	95 North Main Street
IV, V	Mabel M. Estes	56 Whittier Street
II, III	Lucy S. Carter	R.F.D. Andover
I, II	Ina Smith	77 Main Street
Kindergarten	Susan B. Thayer	50 Whittier Street

BRADLEE SCHOOL

VIII, IX	Clara A. Putnam, Prin.	Frye Village
VI, VII	Isa L. Jackson	112 Main Street
IV, V	Katherine T. Hannon	105 Main Street
II, III	Mary C. Flagg	43 Whittier Street
I	Florence I. Abbott	Upland Road
Kindergarten	Grace E. Brown	Wolcott Avenue

RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell Street
IV-VI	Emma L. Ward	Lowell Street

WEST CENTRE SCHOOL

V-IX	Emily F. Carleton	R. F. D. 1, Andover
I-IV	Ethel F. Smith	R. F. D. 1, Andover

NORTH SCHOOL

I-VII	Mary E. Brennan	128 So. Broadway, Lawrence, Mass.
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BAILEY SCHOOL

I-IX	Nyna F. Russell	R. F. D. Lowell, Mass.
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OSGOOD SCHOOL

I-III, V, VII, IX	Bessie E. Rea	R. F. D. 1, Andover
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SPECIAL TEACHERS

Drawing—	Katherine D. Whitman,	67 Bartlet Street
Music—	Charles W. Cole	56 Thorndike St., Brookline
Sewing and Cooking	Bessie P. Goldsmith	60 Elm Street
Physical Training—	Maude C. Kathan	27 Cherry Street, Somerville
Manual Training—	Alfred C. Cobb	37 Brantwood Road, Arlington

SCHOOL PHYSICIAN

W. D. Walker, M.D.	121 Main Street
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TRUANT OFFICER

L. D. Pomeroy	46 Chestnut Street
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JANITORS

Punchard, Stowe, and John Dove Schools,	Herbert L. White
Indian Ridge School,	James A. Eaton
Bradlee School,	Herbert Clarke
Richardson School,	George H. Baxter
West Centre School,	Edward F. Abbott
North School,	John J. Crowley
Bailey School,	Frederick C. Hardy
Osgood School,	Caroline Spickler

COMMITTEE MEETINGS

The first Tuesday evening of each month, at half past seven, at the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session :

8—8.30 A.M. ; 4—5 P.M. .

Also on Tuesdays and Fridays, 7—7.30 P.M.
at School Committee's Rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon.

SCHOOL BOARD'S REPORT

To the Inhabitants of Andover:

The School Board herewith submit their annual report, which includes the reports of the Superintendent of Schools, the Principal of the High School, the Instructor of Physical Training, the Supervisor of Drawing, the Supervisor of Music, the Supervisor of Cooking and Sewing, the School Physician, and the Instructor in Manual Training.

PUNCHARD SCHOOL

The front entrance to the Punchard School has been macadamized, and now presents a very neat and attractive appearance. From each side of the entrance a number of trees has been removed, both for the purpose of affording more light to the school rooms, and also to give the remaining trees the space necessary to insure a healthy growth. The removal of trees made several open spaces, which are to be properly graded and planted with shrubbery.

Leading to the rear doors on both the boys' and girls' side concrete walks have been laid. On the porches granolithic floors have been substituted for brick floors, and the stone steps have been relaid.

RICHARDSON SCHOOL

Through the efforts of the local committee, the front yard at the Richardson School has been filled in and graded, and a beautiful lawn laid out at a trifling expense to the Town.

A lavatory properly ventilated and equipped with modern improvements has been installed. The members of the Board feel that it would be helpful to them, and instructive to the citizens, if they would inspect the work which the Board has done, and see for themselves how the money which they have appropriated has been expended.

WEST CENTRE, OSGOOD, AND NORTH SCHOOLS

The West Centre, Osgood, and North Schools have been painted, and other minor repairs made.

BAILEY SCHOOL

The Bailey School has a new cellar and furnace, sanitary conditions have been greatly improved, a hard wood floor laid, and the building painted.

The Board find that during the ensuing year the following work must be undertaken: The Punchard School painted, the porches re-tinned and new conductors installed, the walls pointed, and shrubbery planted; at the Stowe and John Dove Schools painting, plastering, additional blackboards, and incidental repairs; a proper entrance to the Bradlee School must be provided, and the grounds loamed and graded; sanitary conditions are to be improved at the Osgood School, and a play ground is to be made in the rear of the Richardson School; at least one hundred new, adjustable desks must be purchased and installed. A somewhat detailed account of receipts and expenditures is appended herewith:

FINANCIAL STATEMENT

For the year ending December 31, 1908

SCHOOLS

	Receipts	Expenditures
Appropriation	\$32,000.00	
Received for tuition	40.00	
Received for street railway tickets	68.08	
Teachers and supervisors		24,655.83
Janitors		2,180.50
Transportation		1,807.50
Fuel		2,572.87
Light		104.45
Carriage hire		101.75
Printing		73.28
Miscellaneous		424.91
Totals	\$ 32,108.08	\$ 31,921.09
Transferred to School-houses		186.52
	\$ 32,108.08	\$ 32,107.61
Balance unexpended		.47
	\$ 32,108.08	\$ 32,108.08

SCHOOL-HOUSES: Appropriation	\$ 5,500.00	
Rec'd for Richardson out-buildings	30.00	
Punchard—Laying out grounds	\$ 10.00	
Macadamizing	187.00	
Concreting	118.00	
Grading	74.00	
Setting steps	103.03	\$ 492.03
Indian Ridge—		
Grading		205.89
Richardson—		
Architect	56.89	
Plumbing and heating	320.62	
Sanitary improvem'ts	819.00	
Grading	59.20	1,255.71
West Centre—Painting		115.00
North—Painting		93.50
Bailey—Cellar, heating, sanitary improvements, etc.,		1,385.29
Osgood—Painting		75.00
Desks and chairs		344.57
Pianos		200.00
Manual Training outfit		392.00
Fire exit inspection		45.00
Tinting—Punchard, Stowe, John		
Dove, Richardson		158.25
Boiler repairs		365.29
Miscellaneous repairs and supplies		588.99
	<hr/>	<hr/>
	\$ 5,530.00	\$ 5,716.52
Transferred from Schools	186.52	
	<hr/>	<hr/>
	\$ 5,716.52	\$ 5,716.52

BOOKS AND SUPPLIES:

Appropriation	\$ 2,000.00	
Rec'd from sales	11.64	
Books		\$ 732.25
Stationery		635.68
Drawing		261.49
Music		55.96
Sewing and Cooking		19.79
Kindergarten		82.54

Expressage		57.46
Miscellaneous		151.79
	<hr/>	<hr/>
	\$ 2,011.64	\$ 1,996.96
Balance unexpended		14.68
	<hr/>	<hr/>
	\$2,011.64	\$ 2,011.64
Total receipts for the year	\$ 39,649.72	
Total expenditures for the year	39,634.57	
	<hr/>	
Unexpended balance	\$ 15.15	

TEACHERS' SALARIES

As to teachers' salaries, the Board particularly invite attention to the discussion of this matter as found on pages 17 and 22, *et seq.*, of their last annual report.

TRANSPORTATION

The expense for transportation of children increases each year, and while it is very desirable that it should be made as easy as possible for pupils regularly to attend the public schools, it can be easily seen why the Board have made and enforced the rule that no child residing less than a mile and a quarter from a school building shall be entitled to the privilege of free transportation.

As to the regular appropriations for school work, the Board recommend the following:

For schools,	\$33,500
For school-houses,	3,500
For books and supplies,	2,250

Respectfully submitted, for the Board,

COLVER J. STONE,

Chairman.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of the Town of Andover:

I herewith submit my first annual report for your consideration. It is the nineteenth in the series of numbered annual reports of the Superintendent of Schools. Considering my short term of service to date and the fact that the report of last year was unusually full and comprehensive, it may be that a somewhat brief and general statement concerning the work of the schools will be deemed sufficient.

A perusal of the reports of the School Committee and Superintendent of Schools for the last ten years reveals a thorough knowledge of the educational needs of Andover, and a continuously progressive development of the public school system to meet the growing needs of a community whose educational atmosphere, high ideals, superior intelligence and intellectual vigor are proverbial and at once an incentive and an inspiration. It is the desire of the present Superintendent that the past and present high standards may be maintained and that the evolution of the modern school system in this town may be constant and wisely administered.

APPRECIATION

It is but just that mention should be made first of the kindness, patience, and consideration of the School Committee and the teachers in the trials incident to the coming of a new Superintendent. All have co-operated in an unusual degree, and this, together with their sympathy and loyalty, has been highly appreciated. The children, too, have been cordial and helpful, and parents and citizens have extended a generous welcome.

I wish, also, to give testimony to the satisfactory condition of the schools, to the efficiency of the teachers, and to the ex-

cellence of the administration of my predecessor. His progressive and comprehensive course of study is particularly valuable.

GENERAL INFORMATION

Various statistical and other information will be found in the appendix of this report.

The work in the several special subjects continues on the same general lines as heretofore. The comprehensive reports of the supervisors and special teachers give all necessary information and your attention is directed to them.

The report of the Principal of the Punchard School should be carefully read, and the report of the School Physician is worthy of consideration.

The annual reception given by the School Committee to the teachers of the town, including the faculties of Phillips and Abbot Academies, the Trustees of the Punchard Free School, and the clergymen of the various churches, was held in Punchard Hall, Friday evening, November 20, 1908.

In harmony with the wishes of the School Committee a somewhat more complete system of office record and filing has been put in operation so that a duplicate of all orders given is kept for reference, and an accurate account of all supplies purchased and distributed is kept on record. The various and necessary school statistics have been combined into one card system and revised to date.

The following additions have been made to the school collections of pictures and casts:

At the Punchard School the pictures referred to in the report of the Principal.

At the Stowe School two Venetian pictures and a photograph of the Jungfrau have been purchased from the proceeds of a lecture given by Miss Katherine D. Whitman.

At the Indian Ridge School two statuettes, "Minerva" and "Venus de Milo," have been received from Abbot Academy, and the pictures,— "Madonna and Child" by Murillo, "St. Anthony" by Murillo, "Landscape" by Corot, and "Sheep" by Bouvè,—

have been donated by Miss Emily A. Means. These pictures were framed by the Indian Ridge Mother's Club.

A RECORD

I am glad to record various items of interest from last year's history, and the adoption and accomplishment of previous recommendations and plans for the improvement of the schools.

The annual Parent's Day was observed in several of the schools.

The annual historical pilgrimage to Boston was made during the spring term. The usual courtesies were extended by the Boston & Maine Railroad and the day was profitably spent.

The prize, a foot ball, offered to the boys of the rural schools for keeping their school grounds in the best condition was won by the boys of the North School. The girls assisted in such large measure that they were awarded a croquet set.

Provision has been made for a partial relief from the multiplicity of office duties that devolve upon the Superintendent of Schools.

A supervisor of the home garden work was employed during the summer vacation weeks. The expense was defrayed in part by the Andover Village Improvement Society and in part by the School Committee from the income of the Draper Fund.

Perhaps the most important forward movement planned last year and put into operation this year was the introduction of manual training for the boys of the eighth and ninth grades. It is proving successful and popular. The report of the instructor gives sufficient details of the work.

Arrangements have been made whereby the girls of the Punchard School have access to the gymnasium of the Andover Guild twice each week for physical training. In view of the fact that there is no suitable place for gymnastics in the Punchard building and that the work attempted there was very unsatisfactory and, besides, quite seriously interfered with the regular program, probably this arrangement is the best that can be devised for the present. The expense is nominal and is borne in part by the Trustees of the Punchard Free School.

IMPROVEMENTS OF SCHOOL BUILDINGS

The improvement of conditions at the Bailey School by the introduction of furnace heat, the rearrangement of the building, and the painting without and within has been very marked. The painting of the West Centre, North, and Osgood school houses gives them a clean and wholesome appearance and they are in good condition, except that they need improved sanitation and ventilation. The modern improvements at the Richardson School are timely and make the building sanitary and convenient.

HOME AND SCHOOL GARDENING

It is unnecessary to consider the advisability of encouraging home and school gardening in a town like Andover where more than enough has been done to prove its value, except to state that I am thoroughly interested in the work and that I hope to be able to co-operate in the extension of the movement.

The sixth and seventh grades at the Stowe School carried on school garden work under the direction of their teacher, Miss Caroline J. Burt and Miss Ethel R. Coleman. Considerable interest was manifested and fairly good results were obtained. More extended gardening was carried on at the Bradlee School. I have asked the principal, Miss Clara A. Putnam, to give a brief account of the work. It is to be found among the special reports.

Miss Florence I. Abbott, the Supervisor of the home garden work has prepared an account of the work done during the past season. Both of these reports are valuable and interesting.

CHANGES OF TEACHERS

There has been the usual number of changes of teachers. These changes are to be deprecated, but they cannot be avoided. We regret the departure of excellent teachers, but are glad to be able to state that we have been fortunate in securing the services of others who are abundantly proving their worth. A table in the appendix indicates the resignations and the appointments to fill vacancies, together with other general information.

It is fitting in this connection to refer to the long and successful term of service of Miss Elizabeth Hoar, for nine years

the Supervisor of Music in the public schols. Her pleasant manner and her faithful and acceptable instruction and supervision won for her a host of appreciative friends,—pupils, teachers, and townspeople, who regret her withdrawal, but congratulate her upon her advanced position in the School of Ethical Culture in New York City.

TEACHERS' SALARIES

I should feel that I had been disloyal both to the interests of the town and to the teachers did I fail to refer to the question of teachers' salaries. I realize fully the desirability and the necessity of a moderate tax rate, but I also realize the importance of having and retaining good teachers. The town is fortunate in having many good teachers who are willing to remain at a moderate salary. It is not, however, to the credit of the town when it pays such a teacher less than he or she is really worth to the community.

The subject was discussed in detail in last year's report and a careful re-reading would be profitable. Considering the cost of living in Andover, and the requisitions that are made upon a teacher's purse for dress, social duties, and educational improvement, it would appear to me that \$500 is the least salary that any teacher who is worthy of a position in Andover ought to be paid, and that the salary should finally reach as high a maximum as may be measured by the teacher's worth and the town's ability to pay.

THE RURAL SCHOOLS

The policy of the School Committee in making extensive repairs and alterations in the rural school buildings seems to indicate that the plan of consolidation will not be extended further in the outlying districts at present. Consolidation is a wise remedy for many rural school ills, but it is not always a wise move, unless it is done with the co-operation of the parents and citizens interested.

The present conditions are not conducive to the best schools. There are many grades in each school and the North and Bailey

Schools are filled nearly to the limit. I believe and desire that the rural school children should have as good an opportunity for an education as any child in town, but it is difficult to provide it under present conditions. It is impossible for one teacher to teach satisfactorily so many pupils of such varying grades. The inexperienced teacher often complicates the situation, and the non-support of parents sometimes aggravates it.

Other things being equal, the better the teacher the better the school, and the higher the salary the more attractive is the position to the kind of teacher required. The compensaion must be made sufficiently attractive to offset the obvious disadvantages of the average rural school life. All this is preliminary to the assertion that for a satisfactory teacher a rural school position should offer quite as large a salary as any grade position in any part of the town.

I wish to suggest, also, that successful experience is a more important qualification for a rural school position than a normal school training without experience. If but one of these qualifications can be insisted upon, I should prefer the former. There are possibilities of improvement in our rural schools, either by retaining our present successful teachers at an adequate salary or by securing more experienced teachers when vacancies occur.

VACCINATION

The regulations of the Board of Health, rule 9, section II, state:

"No child shall be admitted to the public schools in this town unless he shall have first presented to the teacher of the school he desires to attend, a certificate of vaccination; or exemption from vaccination from the Board of Health."*****

The rules of the School Committee state:—"The school physician shall obtain a certificate of vaccination from every new pupil, and shall exclude such pupils from the schools until thus certified."

These rules mean that a child must present the certificate of vaccination or the certificate of exemption *before* he is allowed to enter the public schools. If parents will kindly observe this,

it will be highly appreciated and save much annoyance and loss of time.

SPELLING FUND

Five hundred dollars was left to the town by the late Varnum Lincoln, the income of which is to be devoted to awakening an interest in the subject of spelling. The principal conditions of the bequest are as follows:

The income shall be applied annually to the support of an old fashioned spelling match which shall be held at or near the close of the winter term under the care and supervision of the School Committee. It shall be held near the centre of the town and the public shall be admitted free. The contestants are to be scholars of the public schools between the ages of ten and eighteen years. The old fashioned method of choosing sides is to be followed, and prizes are to be awarded as follows:—For the best speller, the sum of ten dollars; for the second best, the sum of six dollars; and for the third best, the sum of four dollars.

This fund will be available for the year 1909-1910.

“NO-SCHOOL” SIGNAL

I deprecate somewhat the use of the “no-school” signal. It does not seem wise to lose a day’s work, unless it is absolutely necessary, and it is exceedingly difficult to foretell the necessity. The general effect of the use of the signal is deleterious. One superintendent has said:—“It creates unrest, belittles the necessity of every-day effort, cheapens the importance of the school, weakens character, and develops and fosters the idea that nothing disagreeable is to be experienced or endured.” It should be borne in mind that parents are at liberty to use their own judgment in the matter of sending children to school on stormy days. The compulsory school law does not require pupils to endanger their health by school attendance, nor does it require school officials to determine when a pupil’s health may be endangered. A high rank in attendance is very much to be desired, but it does not seem to justify no school on days when there is a liability of poor attendance.

However, since it is the custom, the signal will be sounded

whenever the necessity is reasonably apparent at the stated times for giving it. If there were a special signal for pupils of the kindergarten and primary grades, it might be used at times when the dismissal of the higher grades would be hardly justifiable.

THE LIBRARY AND THE PUBLIC SCHOOLS

The co-operation between the library and the schools is excellent in spirit and in practice. Lists of pedagogical books in the library have been prepared by the Librarian and placed in the hands of the teachers so that there might be no lack of knowledge of the material at hand. Much of it has been used since the list was sent out. Lists of books and references on special topics have likewise been prepared and made available for the use of pupils and teachers. This work of the library officials is highly appreciated.

But larger and better use of the library material is possible, and something more might be done in the way of directing and systematizing the reading of children. One of the chief aims of the public school course is, and ought to be, to cultivate a love for good reading and to encourage the use of books not only during school days, but in after years. If pupils leave the grammar grades, and many do, without having formed the habit of reading good books there is something wrong with the child, the home, or the school. The home influence is wanting not infrequently, and the greater responsibility rests upon the school. Somehow and somewhere the child should develop a thirst for knowledge and a desire for culture that extends beyond the power of school courses to satisfy.

The danger is that with the end of school days will come the end of intellectual ambition, or the opportunity of awakening it.

It is my belief that a course of reading extending through the period of school life, and beyond, should be prepared and placed in the hands of pupils of the intermediate, grammar, and high school grades. The courses in reading, geography, and history provide for this to some extent for the years of school, but these should be amplified and co-ordinated with the material in the Memorial Hall Library and made to extend beyond the

years of the high school course, so that whenever a pupil leaves the public school, he may still have a guide to such reading and study as may be best adapted to his age and requirements. It would seem, also, that such a guide would tend to diminish or regulate, at least, the choice of light fiction for reading that is so common among children and adults of all ages.

PROMOTIONS

The question of promotion, particularly from the ninth grade to the Punchard School, has had some previous attention, I observe. The problem is a difficult one. From my own point of view, I am inclined to believe that the standard of promotion should be rather high and rather strictly maintained. Otherwise the general standard of public school education is in danger of being lowered.

Promotion should mean the passing from a lower to a higher grade with the work of the lower grade satisfactorily completed with few, if any, conditions attached; or to put it another way, promotion should mean that the pupil has developed the power and has the ability to successfully pursue the courses of the succeeding grade. It may be advisable at times to allow a pupil to work in a grade higher than his attainments and ability warrant, but such a pupil should not be understood to be promoted to that grade. He should simply be assigned to that grade on the ground that he will receive greater benefit there than by repeating, perhaps for a second time, the work of the preceeding grade.

The need of the individual should always be considered paramount, but at the same time a standard of excellence must be maintained lest pupils be found unfitted in grades for which they are supposedly prepared by virtue of their promotion card or grammar school certificate. A high standard is not incompatible or inconsistent with or opposed to the best interests of the individual child.

INDUSTRIAL TRAINING

No school report is complete without some reference to this topic. Industrial education will soon be an essential part of public school education. As a distinct branch of the school cur-

riculum, it may not affect Andover immediately, but it will, sooner or later. It will, however, soon affect our school courses. Whatever system of industrial training is adopted "it must articulate at some point with the public school course." This means that the public school must prepare pupils to take up courses in industrial schools. Any revision of a course of study must take into consideration this new necessity. Just what provision must be made is not perfectly clear, but it is evident that the work must be made more practical, more thorough, that more attention must be given to the development of power to use the hands, and that the idea of occupation must be made more prominent. The schools must prepare pupils specifically for vocational training as well as for the higher academic education.

A PROBLEM

It is evident that there is much unrest in educational circles, and considerable dissatisfaction with the results of public school education. Criticisms are freely offered. Large and important changes are prophesied for the near future to meet the increasing demands for a more efficient and practical school curriculum. Moral training needs greater emphasis, the physical well-being of the child demands more attention, and the intellectual development must be more definite and thorough.

It appears from the product of the public school that the teaching is not effective in the right direction, and that the true aim in education is in some degree either vague or indefinite. The chief aim is apparently to put the pupil through the mill of the courses. Character-building is a by-product. Moral training, while considerable and often good, is not an end kept clearly in view. The physical welfare of the child is to some extent provided for, but it is an inadequate remedy for the physical ills to which the child is subjected, or the physical sins which he is allowed or compelled to commit. The intellectual training confessedly does not produce power,—neither power to think, nor power to do, nor the power of adjustment. Education is the acquisition of power to adjust one's self to the conditions of life, and the normal child from the public schools who is more or

less helpless to meet the conditions of life is a reproach upon our school system.

The problem is to devise and administer a public school course that shall be well balanced from every point of view,—wherein each phase of educational activity shall be held in correct relation to every other. The development of a superior mind and power is impossible, unless it is based upon a strong moral character and a physically sound body, and I believe that we must concentrate our effort upon these latter,—upon the first as an end of education and upon the second as an indispensable condition to the healthy growth of both mind and soul.

Our own schools are not lacking more than others, probably less so than some, but the problem is and will be constantly before us. We should be optimistic, but not blind to defects. We need to know the best in the field of education, and to profit by that knowledge. We have our own conditions to meet, and they must be met intelligently. The teachers are responsive to the spirit of the times and with the support of an intelligent and discriminating public there is no reason why the schools of Andover should fail to meet the requirements that are becoming increasingly exacting.

CONCLUSION

In conclusion, I wish through the School Committee in this report to solicit the active support of all citizens in the interests of the public schools. Constructive criticism is always helpful, suggestions are gladly received, and any information concerning school matters is welcome and desired. Complaints are listened to and cause removed whenever possible. Not every one can be suited, but all can be heard and treated fairly and consistently. Business houses that have been accustomed to furnish certain supplies will confer a favor by notifying the Superintendent, if he has not already found it out. The office will be open during office hours, unless the Superintendent is called away on business. Callers are always welcome.

Renewing my expressions of appreciation for courtesies received, I respectfully submit this report.

SHERBURN C. HUTCHINSON.

REPORT OF THE PRINCIPAL OF THE PUNCHARD SCHOOL

To the Superintendent of Schools:—

It gives me pleasure to submit to you my fifth annual report as Principal of the Punchard School.

The total enrollment during the current school year is 115, 47 boys, 68 girls; four have since moved from town. One other has left school. For a pupil to leave during the school year is a very rare occurrence. This loyalty and interest on the part of the pupils is a most satisfactory indication of general conditions.

The gift of the late Mr. Holt providing free scholarships for town pupils in the local academies has not seriously affected the school; but one undergraduate took advantage of them this year, despite the prominence given during the summer to the scholarships.

The large number of our pupils from the schools outside the Center continues to be an indisputable proof of the enthusiasm and ability of the teachers of our out-lying districts. I cannot compliment the Committee too highly on their continued success in this direction. As I have before remarked, the standing of these pupils is usually very satisfactory.

Last year, for the first time, two prizes of five dollars and three dollars were offered for excellence in the first year Latin, a prize for public speaking and debate, and a prize of ten dollars to be awarded to the pupil whose influence in the school seemed broadest and most helpful. This latter prize and those for first year Latin are offered again this year by the same anonymous donor.

The class of 1908 presented to the school two pictures appropriately framed, one of "Saint Barbara" by Palma Vecchio, and the other, "The Boy of Winander" by Walker. These have been hung in the assembly hall. The family of the late Horace

H. Tyer presented, in his memory, a picture of Sir Galahad by Watts. These pictures all bear brass plates, suitably inscribed.

The conduct of athletics in the school has been, as usual, carefully managed by the principal. Students behind in any one study are immediately excluded from all interscholastic games. It is an interesting fact that the average rank of athletes in the school is usually higher during the football, baseball and track seasons than at other times. This is the result, first, of the regular daily systematic exercise, and secondly, of the necessity for maintaining a satisfactory scholastic standing.

In both base-ball, and foot-ball we again won the Triangular League trophy. This gives us permanent possession of the silver foot-ball cup. I believe no better method for securing and keeping school loyalty can be found than in athletics properly conducted by an experienced person.

A change in athletic policy was made at the beginning of the present school year, when the Principal assumed the direct management of the finances and schedules. This has, thus far, resulted in clearing a considerable deficit, left from last year, in presenting to each boy on the victorious team a heavy sweater with the school "P" thereon, and leaving a balance in the treasury.

At the close of the school year, we were deprived of two of our teachers, Miss Susie L. Austin, who had served us most efficiently for five years, and Mr. Maynor D. Brock, who resigned to accept the Submastership of the Woburn High School. We lose both with much regret. The history position was filled by the election of Miss Christine L. Lewis, a graduate of Radcliffe College, a teacher of considerable experience. The science vacancy was filled by the election of Mr. David J. Allen, a graduate of Brown University. In the aquisition of these two members to our teaching force, we count ourselves most fortunate.

The fact that going to school is a boy's or girl's particular business is not apparent to all. For that reason, those who will not study at home from two to three hours a day are usually left behind in one or more subjects at the close of the year. Parents are urged to see to it that such studying is done at home. Other-

wise the school cannot be held responsible for the failure. During the afternoon the school building is quiet, and a special study room under the charge of a teacher, is available every school day, from 1.45 to 4. Pupils who do not study at home should be sent back by their parents for afternoon study. What we need in these days is more of the old-fashioned power to commit to memory. Where one pupil fails from not understanding or comprehending, a hundred fail from neglect to memorize a few brief forms, rules or words. We need the modern emphasis upon discussion and comprehension, but we must have the old-time training of the memory, that ability to "learn by heart", before we can produce the output of trained boys and girls that the community expects and demands.

Visitors to the school are always welcome and are invited to come and leave at any time without formality. Parents are urged to meet the teachers of their children and to follow intelligently the progress of the childrens' work by conference with the teachers.

The appearance of the building has been greatly improved by the retinting of the corridors. The building of the macadam driveway and concrete walk have added much to both the appearance and convenience of the grounds. The heating is generally satisfactory except during the early part of the session, when certain rooms, during cold weather are usually below 65. The noise from escaping steam valves in Room 4 and the assembly hall is often very troublesome. New adjustable desks are still needed in Room 1.

In view of the considerable number of boys, who expect to take up scientific pursuits, I would strongly recommend a course in mechanical drawing, elective throughout the four years. Our present course is very weak in this respect and the fact is much commented upon.

The need of a more systematic course in physical exercise for girls has long been apparent. To meet that need, a plan for two hours per week of careful gymnastic training was prepared by the principal and accepted by the School Committee and the Board of Trustees. This work is given at the Guild Gymnasium

on Tuesday and Friday afternoons, under the charge of the physical director. Each girl wears a gymnasium suit. The purpose of the course is to correct improper positions of sitting and standing, to increase the lung capacity, broaden the chest, and, in general, serve to counteract the dangers of a sedentary life. The work began Jan. 26th. There are two sections of the class, with thirty-four girls in each.

From a careful study of the records, it has been decided that June 1909 will mark the fiftieth anniversary of the graduation of the first class from the Punchard Free School. It is hoped that it may be possible to fittingly celebrate this anniversary, and suggestions and offers of assistance will be gladly received by the Principal.

Last year, at his request, the Principal of the Punchard School was granted permission to give elementary instruction in Latin in Grade IX of the Stowe School for an hour each week.

The two objects of this work were, first, to enable him to give intelligent advice to those pupils who should enter the Punchard School, as to their natural aptitude for certain courses and studies; and secondly, to acquaint these pupils in some slight measure with the character and methods to be employed in subsequent high school work. The desired results were in a large measure attained. Should it seem desirable to the committee to have the work continue for another year your Principal would be willing to give his services as before.

With a full appreciation of the uniform courtesy of school officials, the hearty co-operation of parents and the public generally, and the intelligent and unceasing assistance of my fellow-teachers this report is respectfully submitted,

CHARLES L. CURTIS.

THE PUNCHARD SCHOOL, JANUARY 27, 1909.

REPORT OF THE SUPERVISOR OF DRAWING

To the Superintendent of Schools:

In compliance with your request, I herewith present my annual report.

The outlines are type written for the grades, and the work gone over with each teacher. The work is taken up by months, so that the teacher may use her own judgment in regard to planning the work. The work is classified under three heads, representation, construction, and decoration.

Representation, or free-hand drawing, treats of the appearance of objects as to form and color, and develops the habit of observing the appearance of common objects. This helps the pupil to make clear his ideas regarding the objects studied, develops appreciation of beauty in constructed objects, aids in the ability to make and read working drawings, and enables him to illustrate other school work.

Much time is given to imaginative drawing and paper cutting in the first two years, for the child's world is made up of games and toys. He is familiar with the scenes about him, and enjoys the holiday seasons, and delights to express his thoughts.

Construction and decoration combined embrace a variety of objects and materials, such as colored paper, cardboard, cloth, leather, wood, brass and copper. The objects constructed being made more beautiful by applying designs.

It has been most interesting to follow the progress of the classes year by year in their constructive and decorative work, and to note their ability to undertake the more difficult problems, and work them out in a most original way. The fact that the objects constructed have a market value, has increased the interest of the children in making artistic designs, and exercising great care in the construction.

The interest shown in the home work has been gratifying, and the results most pleasing.

A few of the rooms have placed a new picture upon the walls during the past year, and it is a spirit most commendable. I only wish that more of the schools could be made more attractive. I would suggest that fifty dollars be appropriated each year by the School Committee, to buy a few good standard works of art, and that a committee be appointed, who would make suggestions and help in this work. It takes time and money, but I believe that there are many who would be glad to help in this cause. The good pictures that beautify the school rooms, have a refining influence upon the children who see them from day to day. The taste, refinement, and appreciation of children, may be moulded by daily association with good works of art. Life means much more to children who grow up with eyes trained to a sense of the beautiful. Without doubt, money thus spent would yield a large return in a better appreciation of the beautiful in art.

The children are taught a high class of literature, why should they not be taught to appreciate and love fine pictures?

In conclusion I would say that while much has been accomplished, I feel that there are possibilities not yet attained in this department, and that we shall all need to work together in the future as in the past.

Drawing, in its influence upon life and character, holds a place that is distinctively its own. The year has been one of faithful co-operation and effort on the part of both teachers and scholars. I wish to thank the Committee for their generous support, and you for appreciation and interest.

Respectfully,

KATHERINE D. WHITMAN.

REPORT OF THE SEWING AND COOKING INSTRUCTOR

To the Superintendent of Schools:—

I herewith have the honor of submitting the seventh annual report of the work in cooking and sewing.

Thirty-seven pupils in the ninth grade from the Stowe and Bradlee Schools and twenty-five pupils from the eighth grade from the Stowe, Bradlee and Indian Ridge Schools take advantage of the work in cooking while about three hundred receive instruction in sewing.

An attempt has been made to have the children bring from home materials for the sewing work in order that a feeling of personal possession may add interest to the work, and that the scope of the work may be a little increased without adding to the expenses of this department. The changed program has necessarily curtailed the lesson period in certain rooms, making it difficult to keep all fourth or all fifth grades together. This complication is in part overcome by some teachers giving a few extra minutes of their own time to my lesson hour.

In May, the pupils of the ninth grade tendered a supper to our School Committee, their wives, and Superintendent and Mrs. Wallace E. Mason of North Andover. The purpose of this affair was to present the results as well as the possibilities of this department to those interested, and to give the pupils an opportunity of serving a meal in a proper manner. It was not designed to serve a meal of several courses at a fabulously small cost, but that the following menu was served to twenty persons at a cost

of less than twenty-five cents a cover may show that the principles of economy were not unobserved.

Bullion	Imperial Sticks
Salmon Timbles	Yellow Bechamel Sauce
French Peas	Rolls
Fruit Salad	Marguerites
Grape Serbet	
Oatmeal Macaroons	Cocoanut Cookies
Maple Sugar Cookies	
Coffee	

The menu cards were printed and decorated by pupils of the ninth grade and the candle shades were the work of the high school pupils, these touches helping to make the table more attractive than it has ever been before. At other times our work has come before the public, since the wafers made by the pupils of the eighth and ninth grades were used at receptions given to parents in the Stowe, Bradlee, and Indian Ridge School. Judging by the weekly reports required of the pupils home work, it is safe to say that the results are often before the parents.

The few conveniences added to the laboratory kitchen add much to our comfort and efficiency and such additions each year will keep this equipment in good running order.

Respectfully submitted,

BESSIE PUNCHARD GOLDSMITH.

REPORT OF THE PHYSICAL TRAINING SUPERVISOR

To the Superintendent of Schools:—

The work in Physical Training is divided into three parts, Primary, Grammar and High School.

PRIMARY GRADES:—Educational plays, rhythmic steps and games.

In the educational plays the exercises are imitative of the child's experiences which he gains through play. George E. Johnson says, "In physical education, play furnishes a wholly adequate training for a normal child."

The rhythmic exercises comprise marching and simple combinations of steps set to music or songs.

Games:—suitable to this period of childhood.

GRAMMAR GRADES:—Gymnastics, rhythmic exercises and games.

The gymnastics consist of graded and progressive lessons, some recreative exercises and some corrective, which together with the rhythmic steps and games, aim to give the child perfect control of his body and help toward an all round development.

PUNCHARD SCHOOL:—The work of the past year has included gymnastic dancing, preceeded by a few arm movements possible under the circumstances. An English May-Day Festival concluded the work of last year, several of the old English customs being introduced.

Now that the gymnasium at the Guild is available for the High School gymnastics, the girls will have two lessons per week, sixty-minute periods.

The gymnasium work will include:—

Marching tactics, free exercises, fancy steps, floor exercises and games.

HAND APPARATUS:—

Wands, dumb-bells, Indian clubs.

HEAVY APPARATUS:—

Parallel bars, horse, vaulting, jumping.

We are introducing into Grades I to V, inclusive, an experimental plan along military lines. Each class to form a company, a captain to be chosen each week, who for the preceeding week has succeeded in being the best soldier, not only in gymnastics, but in his military carriage throughout each day. The captains are chosen by the teachers, who hold the office of major, all companies and officers being under a general.

I regret exceedingly that it has been deemed necessary to eliminate from our course the exercises given upon the desks, which supplied a means of giving corrective exercises of a beneficial nature, but I hope we may soon have some substitute for them. I would suggest that where it is practicable, the upper grades be given gymnastics in the halls.

In the spring and fall, the most ideal and beneficial method of conducting gymnastics is out-of-doors. The play grounds of the Andover schools are especially well adapted for this sort of work, and I hope this spring we may have a systematized method of out-door gymnastics, such as has been introduced quite widely throughout the United States.

It would be of great advantage to the schools, to have some simple stationary out-door gymnastic apparatus, which can be secured at no very large expense. I hope this may be considered favorably by the members of the School Committee, for the need is great.

So far this year, two visits have been made to the rural schools.

Respectfully submitted,

MAUDE C. KATHAN.

REPORT OF THE SUPERVISOR OF MUSIC

To the Superintendent of Schools:—

Having assumed the responsibilities of the Supervisor of Music in January, 1909, it is manifestly clear that I have nothing to report prior to that date. It is equally clear that but little more than the act of getting things started according to my own plans, could have been accomplished between that date and this.

But it may not be out of place to outline briefly what I hope to realize in due time from diligent, carefully planned efforts.

FIRST: to get all the children to participate happily and tunelessly in the singing. This is no easy task, as many of the children come to school apparently tone deaf. This is due largely to the lack of musical environment. Nevertheless by the end of the second year nearly all of them should be able to sing rhythmically and tunelessly.

SECOND: to develop a taste for good music. The Normal Music Course, which is in use in the schools, has been carefully laid out as regards both exercises and songs. All the technical instruction leads to and finds its meaning in the song. All the music is of the best type, there being in it no suggestion of that class of melodies which tend toward the trivial and commonplace. Yet the children enjoy it as much as they would any of the so-called "rag-time" songs.

THIRD: to teach the principles of sight-singing with their practical application to as great an extent as may be possible in the limited time allotted to music.

Before they reach the sixth grade pupils should know all the keys which are commonly used in vocal music; the various kinds of notes and their values; in short all the musical signs in common use. Three part singing should be introduced in the sixth grade, and continued through the seventh grade. In the eighth and ninth grades four part singing should be introduced, as the older boys are already able to sing bass.

Last, but not least, comes the High School. Here is where we ought to be able to show the results of the work in the lower grades. All the pupils should be able not only to sing, but to sustain the four part harmony of serious music.

I wish to say in closing, that I find the spirit of the children in all the schools excellent, especially in the Punchard School. The boys take hold with a will as though they enjoyed it. I also find all the teachers willing to do what they can to help the cause of music in the public schools.

Respectfully submitted,

CHARLES W. COLE.

REPORT OF THE INSTRUCTOR IN MANUAL TRAINING

To the Superintendent of Schools:—

In compliance with your request I present this brief report of the manual training work.

As twenty boys make as large a class as is desirable, the room was equipped with twenty benches and tools for each boy. In addition, some tools were provided for general use. It was expected that this would provide for all of the boys of the eighth and ninth grades in three classes of twenty each.

At the opening of school we were confronted with the problem of providing for seventy-seven boys. As the best solution of this problem, five more benches and tools for the same were purchased and two classes of twenty-six and one of twenty-five were arranged. While this makes the classes too large for much individual work, the boys have made good progress and shown much interest in their work.

During the first part of the year, some simple pieces of work were taken in order to have the pupils become somewhat familiar with the planes and saws. Since the vacation they have begun on some more advanced work. The eighth grade will take such objects as a blotter, pen tray, tea rest, dryer, etc., which will teach them to use the planes and saws and in addition to cut and shape objects with the chisels, gouges and spoke shave. The ninth grade will take objects which will teach them to lay out and cut some of the simpler joints of carpentry and cabinet making.

The classes are taught to read working drawings and get considerable mechanical drawing in putting drawings on the wood preparatory to cutting it. It is designed during this course to have the boy become familiar with the construction and use of some of the simplest and most used tools of carpentry. Boys are especially urged to be accurate and neat about their work.

This kind of work also brings home to the careless boy the cost of mistakes to himself and others in time and material, as well as in energy and patience. It presents to him, too, the correlation of mental and manual work.

Yours respectfully,

ALFRED C. COBB.

REPORT OF THE SCHOOL PHYSICIAN

To the Superintendent of Schools:—

I herewith present my report for the past year from Feb. 1, 1908 to Jan. 31, 1909.

Visits to school buildings	110
Number of pupils examined	637
Number of examinations made	685
Pupils having disease or abnormality	198

CLASSIFICATION OF DISEASES, ETC.

THROAT, NOSE, ETC.

Enlarged tonsils	57
Adenoids	18
Nasal obstructions	3
Enlarged cervical glands	31
Chronic otitis	4

DEFORMITIES

Spine	4
Chest	2
Extremities	5

CIRCULATION

Heart disease	3
Anemia	9

SKIN

Impetigo	4
Scabies	9
Eczema	4
Pediculosis capitis	47

EYES

Blepharitis	3
Strabismus	2
Stye	4

GENERAL

Whooping cough	5
Phimosis	4
Nervous condition	5
Defective mentality	4
Tuberculosis	2

During the spring term the examination of eyes and ears was carried out by the teachers. The results are as follows:

Number of children examined	909
Number found defective in eye-sight	151
Number found defective in hearing	28
Number of parents notified	120

About 100 notices were sent to parents referring to other conditions.

It is gratifying to note the fact that many cases which were reported as needing treatment last year for various conditions have been treated. The results are in most cases greatly beneficial to the pupils. Only slight improvement is noticed in the condition of the children's teeth and a great deal must be done before children and parents will be brought to realize the great importance of good hygiene for the month. I wish that at some time we might be able to distribute to every child in the schools the little pamphlet on "Care of the Teeth" which is published by the Dental Hygiene Council.

During the fall term about fifty pupils have been vaccinated by me for the Board of Health and now about all children have been vaccinated or have presented a certificate of unfitness for vaccination.

With the exception of some cases of measles and whooping cough we have been fortunate enough to escape any serious epidemic of contagious disease during the year.

As to suggestion for the betterment of conditions in school, it seems to me that one of the most important things would be the providing of some means of ventilation for the district school buildings. This could be done at a very small cost and would surely be of great benefit to the children. Much has been ac-

complished by the School Committee in the past year and I would especially like to thank them for the improvements at the Richardson and Bailey Schools.

In conclusion I would like to express my thanks to the Superintendent and teachers for help and co-operation.

Respectfully submitted,

W. D. WALKER.

REPORT ON SCHOOL GARDENING AT THE BRADLEE SCHOOL

To the Superintendent of Schools:—

For several years gardening has been a definite feature of Nature Study with us. By this means we aim to give practical instruction along lines which will be of use afterwards, and to encourage practice in home-gardening.

The past season the work was carried on by using the "individual plot" plan by vote of the pupils. All the theory was taught in the class-room, and the greater part of the out-of-door work was done in periods of spare time. Early in February plans were begun. The first move outside was to measure off the lot, about 400 sq. ft.; then came the plan, drawn to a scale with walks, and individual beds 3 ft. x 5 ft. The planting-space was about 300 sq. ft., arranged in eleven individual beds, and two group plots chosen by the girls.

About May 1st the ground was laid out according to the plan.

Lessons on soil,— its composition, uses, fertilizer, moisture, etc., followed after which came the thorough preparation of each plot by the pupil who owned it. Crops which would mature before June 20 were desirable and onion-sets, radishes, lettuce, and some flowers were most popular.

Observations concerning germination, transplanting, and growth were made, and a single method of keeping accounts was introduced. Insect pests furnished material for some useful lessons.

When the crops were grown they met a ready sale among parents and friends. Before school closed for the summer vacation the zinnias and other seedlings were carried home for the

gardens there, and the whole plot sown with oats to prevent the neglected garden patch and crop of weeds.

Rightly conducted, gardening may be a source of real pleasure, teaching its lessons of care, system, and wholesome rivalry, and amply repaying one for the extra care and trouble it necessitates.

C. A. PUTNAM,
Principal.

REPORT OF THE HOME GARDEN WORK

To the Superintendent of Schools:—

For several years the school children of Andover have been encouraged to plant and care for home gardens. Last year, as usual, many purchased the seeds offered by the Village Improvement Society. And during the summer a series of exhibits of the vegetables and flowers raised by the children was planned. In all, four exhibits were held—two in Mr. J. H. Playdon's store window and two in Mr. H. F. Chase's store window. Blue ribbon badges were given for the best exhibits and red ribbon badges for the second best exhibits. Then cash prizes were given to those winning the most badges. Below is given a list of these exhibits with names of those who won badges and prizes. The results were satisfactory. Certainly the children entered into the contest with enthusiasm and the products exhibited were excellent. After each exhibit the vegetables and flowers were sent to the Flower Mission.

Messrs. Bailey, Playdon and Chase and Miss Lincoln and Miss Putnam judged the exhibits. The school teachers kindly contributed the funds necessary for badges and prizes.

During the summer two hundred and thirty gardens were visited. Of these, one hundred and fifty had well kept gardens and their names were placed on the honor list.

As to the results of the visits or as to how much practical help I was able to give the children, I can not say. I fear very little, aside from the inspiration to do one's best because some one is interested and is coming to see the gardens. The work, I feel sure, is an important and a valuable one, and I appreciate the opportunity I had in sharing in it this last summer.

Respectfully submitted,

FLORENCE I. ABBOTT.

WINNERS OF BADGES IN THE HOME GARDEN CONTEST

FIRST EXHIBIT, RADISHES:

Blue Badge: Edward Burt, West Center; Catherine Trow, Bradlee.

Red Badges: Ida Lebel, North; John Erving, Stowe.

SECOND EXHIBIT, PEAS AND LETTUCE:

Blue Badge: Ed. Dodge, John Dove; Ed. Hill, North; Ed. Burt, West Center; Ida Lebel, North.

Red Badge: Ed. Burt, West Center; Jos. Bateman, North; Ed. Hill, North; Catherine Trow, Bradlee.

THIRD EXHIBIT, BEETS AND BEANS:

Blue Badge: Ed. Burt, West Center; John Erving, Stowe.

Red Badge: John Erving, Stowe; John Byrne, Stowe.

FOURTH EXHIBIT, FLOWERS—ZINNIA:

Blue Badge: Catherine Sweeney, Indian Ridge; Jennie Boutwell, Indian Ridge.

Red Badge: Ralph Cole, John Dove; Bella Carrie, Indian Ridge.

CALENDULA:

Blue Badge: Mary Cronin, John Dove; Carl Berry, John Dove.

Red Badge: Ralph Cole, John Dove; Mildred Morse, John Dove.

SWEET ALYSSUM:

Blue Badge: Ralph Cole, John Dove; Anna Kyle, Stowe.

Red Badge: Josephine Burt, West Center; Ed. Burt, West Center.

NASTURTIUM:

Blue Badge: George Platt, John Dove; Henry Dea, Indian Ridge.

Red Badge: Eleanor Dugan, John Dove; Florence O'Connell, John Dove.

FOUR O'CLOCK:

Blue Badge: Robert Christie, Indian Ridge; Hazel Stiles, John Dove.

Red Badges: Mary Cronin, John Dove; Elsie Stiles, Stowe.

The following children won the most badges and received the cash prizes:

FIRST: \$1.00—Edward Burt, West Center; 3 blue badges, 2 red badges.

SECOND: .50—Ralph Cole, John Dove; 1 blue badge, 2 red badges; John Erving, Stowe; 1 blue badge, 2 red badges.

THIRD: .25—Ida Lebel, North; 1 blue badge, 1 red badge; Catherine Trow, Bradlee; 1 blue badge, 1 red badge; Edward Hill, North; 1 blue badge, 1 red badge; Mary Cronin, John Dove; 1 blue badge, 1 red badge.

APPENDIX

SCHOOL CALENDAR

1909

January 4, Monday,	Winter term begins
February 12, Friday,	Lincoln Day. Half-holiday
February 22, Monday,	Washington's Birthday. Holiday
March 26, Friday, 7.45 p.m.	The Barnard Speaking
April 2, Friday	Spring term ends

RECESS—ONE WEEK

April 12, Monday,	Spring term begins
April 19, Monday,	Patriot's Day. Holiday
June 23, Wednesday, 4.30 p.m.,	Class Day Exercises
June 24, Thursday, 2.00 p.m.,	Grammar School Graduation
June 24, Thursday, 8.00 p.m.	Punchard School Graduation
June 25, Friday,	Spring term ends

VACATION—ELEVEN WEEKS

September 13, Monday,	Fall term begins
November 25, Thursday,	Thanksgiving Day. Holiday
November 26, Friday,	Special Holiday
December 10, Friday, 7.45 p.m.	The Goldsmith Speaking
December 17, Friday,	Fall term closes

RECESS—TWO WEEKS

1910

January 3, Monday	Winter term begins
February 22, Tuesday,	Washington's Birthday. Holiday
March 25, Friday, 7.45 p.m.,	The Barnard Speaking
April 1, Friday,	Winter term ends

STATISTICS

Population, 1905		6,632
Children between five and fifteen years of age, September 1, 1908:—		
Males	560	
Females	534	1094
Children between seven and fourteen years of age, September 1, 1908:—		
Males	419	
Females	375	794
Number of children fourteen years of age		82
“ “ thirteen “		113
“ “ twelve “		100
“ “ eleven “		144
“ “ ten “		119
“ “ nine “		109
“ “ eight “		119
“ “ seven “		90
“ “ six “		115
“ “ five “		103
Valuation of Andover, 1908	\$ 6,190,520.00	
Valuation of school-houses and lots	177,000.00	
Estimated value of books and apparatus	12,500.00	
Tax rate per \$1,000	17.00	
Total cost for support of schools (including salaries and expenses paid by the Trustees of Punchard Free School)	37,650.98	
Total cost for repairs and improvements	5,716.52	
Total cost to the town for support of schools	33,918.05	
Amount per \$1000 of valuation raised by taxation and expended for the support of schools	5.48	
Amount per \$1000 of valuation raised by taxation and expended for repairs and improvements	.92	
Total expenditure per pupil for support of schools	31.72	

Total cost to the town per pupil for the support of schools	28.57
Number of school buildings	11
Number of rooms	42
Number of rooms occupied	41
Number of teachers	46
Number of principals of buildings	7
Number of kindergarten teachers	3
Number of special teachers	5

TEACHERS

FEBRUARY 1, 1908—JANUARY 31, 1909.

SCHOOL.	GRADE.	NAME	First Election	Resig- nation	SALARY	EDUCATION
Punchard	Principal—Latin	Charles L. Curtis	1904	.....	\$2000.00*	Colby College
	Science	{ Maynor E. Brock	1907	1908	800.00†	Dartmouth College
	English	{ David J. Allen	1908	.....	735.00†	Brown University
	Mathematics	Blanche S. Jacobs	1903	.....	850.00	Wellesley College
	Business	Mary E. Höhn Dern	1906	.....	800.00†	Phil. Normal School of Art
	French and German	Edna G. Chapin	1906	.....	800.00†	Smith College
	History	Carolyn E. Rey	1907	.....	800.00	University of Paris
		{ Susie L. Austin	1903	1908	800.00	Vassar College and Cornell Univ.
		{ Christine L. Lewis	1908	.....	750.00	Radcliffe College
	Prin.—VIII, IX VIII, IX	Anna E. Chase	1886	.....	800.00	Salem Normal
Stowe		Grace Hill	1900	.....	600.00	§Salem Normal
		{ Margaret C. Kimball	Sub.	.....	500.00	§Salem Normal
		{ Alice M. Westcott	1908	1909	500.00	Castine (Me.) Normal
	VII, VIII	{ Marian K. Brown	1909	.....	450.00	Lowell Normal
		Caroline J. Burt	1903	.....	500.00	Bridgewater Normal
	VII	Ethel R. Coleman	1901	.....	525.00	Lowell Normal
	VI	Carolyn A. Dean	1892	.....	525.00	Punchard Free School
	V, VI	Annie M. Downes	1898	.....	750.00	Symonds High School
	Prin., V	Gertrude J. Green	1904	.....	500.00	Plymouth (N. H.) Normal
	IV	Elizabeth Ferguson	1907	.....	450.00	Salem Normal
John Dove and Samuel C. Jackson	III	Alice S. Coutts	1901	.....	550.00	Salem Normal
	II	Jennie S. Abbott	1890	.....	500.00	Salem Normal
		{ Mary E. Milligan	1900	1908	525.00	Provincial (N. B.) Normal
	II	{ Myra B. Stronach	1908	.....	450.00	Garland Kindergarten Tr. School
	I	Adèle H. Duval	1898	.....	550.00	Winona (Minn.) Normal
	I	Florance M. Prevost	1899	.....	550.00	Lucy Wheelock K'g't'n Tr. School
	Kindergarten	Lucy A. Allen, Prin.	1906	.....	500.00	New Britain (Conn.) Normal
		Grace E. Brown, Asst.	1907	.....	425.00	Rhode Island Normal
	Prin., VII, VIII	Jean S. David	1905	.....	600.00	Abbott Academy
	V, VI	Katherine L. Moynihan	1906	.....	450.00	Lowell Normal

Indian Ridge

Indian Ridge

III, IV IV, V II, III I I, II Kindergarten Prin., VIII, IX VI, VII IV, V II, III I Kindergarten Prin., V, IX I-IV I-VII I-IX I-III, V VII, IX Drawing ‡ 2½ Sewing and Cooking ‡ 3 Music ‡ 2½ Physical Training ‡ 2 Manual Training ‡ 1	{ Elizabeth E. Greenleaf	1907	400.00	Bridgewater Normal
	{ Marian L. Snyder	1908	500.00	§ Westfield Normal
	{ Mabel M. Estes	1909	500.00	Plymouth (N. H.) Normal
	{ Lucy S. Carter	1907	450.00	Lowell Normal
	{ Eva E. Stone	1906	450.00	Bridgewater Normal
	{ Bertha M. Stevens	1908	425.00	Farmington (Me.) Normal
	{ Ina Smith	1908	475.00	Salem Normal
	{ Etta M. Graves	1907	425.00	Garland Kindergarten Tr. School
	{ Susan B. Thayer	1909	425.00	Garland Kindergarten Tr. School
	{ Clara A. Putnam	1895	750.00	Symonds High School
Bradlee	{ Charlotte A. Holt	1905	500.00	Abbot Academy
	{ Isa L. Jackson	1908	500.00	Farmington (Me.) Normal
	{ Agnes E. Duval	1906	500.00	Winona (Minn.) Normal
	{ Katherine T. Hannon	1906	475.00	Lowell Normal
	{ Ruby S. Copeland	1892	525.00	Framingham Normal
	{ Mary Flagg	1908	525.00	§ Framingham Normal
	{ Florence I. Abbott	1892	500.00	Salem Normal
	{ Grace E. Brown	1907	425.00	Rhode Island Normal
	{ Helen M. Battles	1886	650.00	Punchard Free School
	{ Emma L. Ward	1907	450.00	§ Oberlin College
Richardson	{ Emily F. Carleton	1901	525.00	Johnson High School
	{ Ethel F. Smith	1907	450.00	Boston Normal
	{ Katherine T. Hannon	1906	425.00	Lowell Normal
	{ Mary E. Brennan	1908	400.00	Boston Normal
	{ Julia A. Brine	1904	500.00	Hyannis Normal
	{ Nyna F. Russell	1909	450.00	§ Plymouth (N. H.) Normal
	{ Marion G. Watson	1907	380.00	Bridgewater Normal
	{ Bessie E. Rea	1908	400.00	Salem Normal
	{ Katherine D. Whitman	1904	550.00	Mass. Normal Art
	{ Bessie P. Goldsmith	1903	450.00	Boston School of Domestic Sci.
West Centre	{ Elizabeth Hoar	1899	550.00	Private Instruction
	{ Charles W. Cole	1909	550.00	New England Conservatory
	{ Maude C. Kathan	1907	350.00	Sargent School of Phys. Educat'n
	{ Alfred C. Cobb	1908	300.00	Waltham Manual Tr. School
North	{ Mary E. Brennan	1906	425.00	Lowell Normal
	{ Julia A. Brine	1904	500.00	Hyannis Normal
	{ Nyna F. Russell	1909	450.00	§ Plymouth (N. H.) Normal
	{ Marion G. Watson	1907	380.00	Bridgewater Normal
	{ Bessie E. Rea	1908	400.00	Salem Normal
	{ Katherine D. Whitman	1904	550.00	Mass. Normal Art
	{ Bessie P. Goldsmith	1903	450.00	Boston School of Domestic Sci.
	{ Elizabeth Hoar	1899	550.00	Private Instruction
	{ Charles W. Cole	1909	550.00	New England Conservatory
	{ Maude C. Kathan	1907	350.00	Sargent School of Phys. Educat'n
Bailey	{ Alfred C. Cobb	1908	300.00	Waltham Manual Tr. School
	{ Mary E. Brennan	1906	425.00	Lowell Normal
	{ Julia A. Brine	1904	500.00	Hyannis Normal
	{ Nyna F. Russell	1909	450.00	§ Plymouth (N. H.) Normal
	{ Marion G. Watson	1907	380.00	Bridgewater Normal
	{ Bessie E. Rea	1908	400.00	Salem Normal
	{ Katherine D. Whitman	1904	550.00	Mass. Normal Art
	{ Bessie P. Goldsmith	1903	450.00	Boston School of Domestic Sci.
	{ Elizabeth Hoar	1899	550.00	Private Instruction
	{ Charles W. Cole	1909	550.00	New England Conservatory
Osgood	{ Maude C. Kathan	1907	350.00	Sargent School of Phys. Educat'n
	{ Alfred C. Cobb	1908	300.00	Waltham Manual Tr. School
	{ Mary E. Brennan	1906	425.00	Lowell Normal
	{ Julia A. Brine	1904	500.00	Hyannis Normal
	{ Nyna F. Russell	1909	450.00	§ Plymouth (N. H.) Normal
	{ Marion G. Watson	1907	380.00	Bridgewater Normal
	{ Bessie E. Rea	1908	400.00	Salem Normal
	{ Katherine D. Whitman	1904	550.00	Mass. Normal Art
	{ Bessie P. Goldsmith	1903	450.00	Boston School of Domestic Sci.
	{ Elizabeth Hoar	1899	550.00	Private Instruction

‡ Figures indicate number of days per week.

§ Attended without graduating.

* One-half salary paid by town and one-half by Trustees of Punchard Free School.

† Salaries paid by Trustees of Punchard Free School.

ATTENDANCE STATISTICS — 1907-1908

SCHOOL	GRADE	ENROLLMENT						Total membership	Average membership	Average attendance	Per cent. of Attendance	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years									
Punchard Stowe	High	43	64	107			74	107	100.5	96.7	96.2	9-6	81	4	11	1
	IX	20	26	46			10	46	39.9	38.	95.	9- $\frac{1}{2}$	14	31	4	3
	VIII	27	27	54			2	54	42.7	39.8	93.	9- $\frac{1}{2}$	16	13	3	
	VII, VI, I	9	11	20			2	20	30.2	23.9	96.	9-1 $\frac{1}{2}$	14	12	3	1
John Dove	VII	27	20	47			1	46	40.1	38.	95.	9-1	24	23	3	1
	VI	24	22	46				46	40.7	38.4	94.1	9- $\frac{1}{2}$	27	23	4	3
	V, VI	16	8	24				24	30.8	28.6	92.	9- $\frac{1}{2}$	24	30	3	8
	V	23	19	42				42	42.1	39.7	94.	9- $\frac{1}{2}$	24	30	3	
	IV	15	20	35				35	35.6	33.1	93.	9-3	31	22	3	
	III	13	21	34				34	34.	31.8	94.	9-2	32	31	6	5
Samuel C. Jackson	II, III	21	24	45				45	40.1	37.7	94.8	9-1	14	17	4	6
	II	25	14	39				39	39.6	36.8	93.	9-1 $\frac{1}{2}$	14	17	4	1
	I	24	13	37				22	41	34.	90.	9-1	29	8	3	3
	I	16	22	38				8	33.8	30.4	90.	9-1 $\frac{1}{2}$	55	16	6	7
	K ^g , t ⁿ	31	40	71				34	26.	23.8	91.5	9-4 $\frac{1}{2}$	37	16	9	7
	VII, VIII	16	18	34				71	44.	38.	86.	9-2	161	11	12	6
Indian Ridge	V, VI	23	8	31			1	28	28.2	27.1	96.	9-1	8	20	10	6
	III, IV	14	22	36				36	32.8	31.2	95.1	8-1 $\frac{1}{2}$	17	24	8	4
	II, III	20	15	35				35	33.5	31.8	94.9	8-1 $\frac{1}{2}$	15	13	7	
	I	17	20	37				43	38.9	37.1	95.	9- $\frac{1}{2}$	15	16	9	5
	K ^g , t ⁿ	13	17	30				34	30.2	28.3	93.7	8-17	11	17	8	3
	VIII, IX	11	12	23				23	18.2	14.3	87.7	8-17	19	10	8	3
Bradlee	VI, VII	9	7	16				25	20.3	20.3	90.5	8-19	44	20	8	7
	IV, V	20	6	26			2	26	24.1	23.	95.7	9-2	39	16	6	7
	II, III	15	23	38				39	37.2	35.4	95.	9-1	24	20	6	7
	I	19	21	40				40	37.	35.	94.6	8-19 $\frac{1}{2}$	31	20	5	7
	K ^g , t ⁿ	12	17	29			4	31	27.	25.	88.	8-19	25	9	5	5
	IV-VI	10	10	20				20	14.9	12.2	81.9	8-15	25	10	4	2
Richardson	V-IX	19	12	31				31	26.8	25.6	96.	9-3	7	14	8	7
	I-III	18	23	41				41	32.1	31.1	97.	9-3	26	12	3	6
West Centre	V-IX	20	11	31				31	27.5	24.8	89.8	9-	17	8	6	6
	I-IV	18	8	26				23	23.9	20.7	86.9	8-19	13	8	4	5
North	I-VI, IX	15	12	27				31	25.5	20.7	94.	9-10	22	8	5	3
	I-IX	16	16	32			2	30	30.	26.	88.	9-5	5	8	5	4
Bailey	I-IX	12	15	27				31	18.2	15.8	87.4	8-19	32	12	6	4
	I-IX	12	15	27				31	18.2	15.8	87.4	8-19	32	12	6	4
Totals		851	644	1295	85	1116	94	1414	1187.	1103.9	93.1	9-1	799	534	205	145

PUNCHARD SCHOOL

PRIZES

Prizes in various subjects were awarded as follows:

The Barnard prizes for excellence in English Composition and oral delivery: first prize of \$20, to Mira Bigelow Wilson; second prize of \$12 to Harold Firth Taylor; third prize of \$8 to Roy Edward Hardy.

The Goldsmith prizes of \$5 each, offered by the Alumni Association for excellence in speaking: boys' prize to James Grant Anderson, '10, girls' prize to Mary Margaret Roger, '09.

The M. E. Gutterson botanical prizes: first prize of \$5 to Margaret Gertrude Keane; second prize of \$3 to William Donaldson Sellars.

The prizes for excellence in first year Latin, first prize of \$5 to Eric Colburn Wilson; second prize of \$3 to Herbert Paul Carter.

The prize of \$10 for broad and helpful influence to Ethel Augusta Hitchcock, '08.

A prize for excellence in debate and public speaking to Roy Edward Hardy, '08.

GRADUATION PROGRAM

JUNE 18, 1908.

MARCH

PRAYER

SCHOOL CHORUS—"I know a Bank," Shakespeare-Horn

SALUTATORY AND ESSAY, "A Glimpse of Historic Boston,"

Jane Agatha Coyne

DECLAMATION—"The Boston Tea Party,"

Bancroft

Alexander Morrison

ESSAY—"Lawrence, a City of Foreigners,"

Roy Edward Hardy

TUSCAN FOLK SONG—"A Flight of Clouds," Marzials
Misses Kaye and Hitchcock

PRESENTATION OF CLASS GIFT

Roy Edward Hardy, President of the Class

ESSAY—"Recollections of English Home Life"
Dorothy Kaye

AWARDING OF PRIZES

George T. Eaton

CHORUS OF GIRLS—"In May Time" Ritter

READING—"Among the Hills" Whittier
Helen Nason Davies

ESSAY AND VALEDICTORY—"Whittier, the Birthplace and the Man"

Ethel Augusta Hitchcock

PRESENTATION OF DIPLOMAS

Corwin F. Palmer

CLASS SONG

Class of 1908

CLASS SONG

Tune—Vesper Hymn

Here tonight we meet together
For a sad and last farewell,
Thinking sadly of the morrow
When apart we all must dwell.
Happy years we've spent in Punchard
Years whose memories all are bright
Years of striving and endeavor,
Years with love and friendship dight.
Punchard, our dear Alma Mater,
Thou hast been our early home.
May thy teachings with us linger
When from thee afar we roam.
Like the nestling from its mother,
Leaving her with doubt and fear,
Out into the world we wander,
Leaving thee with many a tear.

For we are to leave thee, Punchard,
 From thy halls fore'er depart
 Loving thoughts of thee shall linger
 Deep in every faithful heart.
 "Upward, Onward" be our motto
 That we follow all through life,
 Till at last that life be ended
 And we all are freed from strife.

Ethel Augusta Hitchcock

CLASS MEMBERS

Jane Agatha Coyne	Harold Webb Marland
Helen Nason Davies	Alexander Morrison
Roy Edward Hardy	Elizabeth Agnes O'Sullivan
Ethel Augusta Hitchcock	Mary Lillian Stack
Dorothy Kaye	

President, ROY EDWARD HARDY
 Vice-President, HELEN NASON DAVIES
 Secretary and Treasurer, JANE AGATHA COYNE

GRADUATION EXERCISES OF THE GRAMMAR SCHOOLS

JUNE 18, 1908

PROGRAM

SONG — The Brown Thrush

School

DUET — The Winds Whisper Low

Flossie Greenwood, Francis McAvoy

PIANO SOLO — Frühlingsrauschen

Helen Brown

ADDRESS

Supt. C. F. Palmer

TRIO — A Boating Song

Harold Abbott, Timothy O'Sullivan, Blanchard Frye

PRESENTATION OF CERTIFICATES

SONG — Flower Dances

School

GRADUATES

STOWE SCHOOL

Harold Abbott, Hugh Aiton, Margaret Barrett, Helen Brown, Ethel Brownell, Marian Clark, Lillian Conroy, Davina Cuthbert, Louise Daley, Elizabeth Dick, Dorothy Dole, Clifford Dunnells, Edna Francis, Blanchard Frye, Annie Hackett, John Hartigan, Mary Hickey, Elizabeth Hincks, Helen Holt, Elizabeth Johnson, Katie McNally, Frank Markey, Mabel Marshall, Phillips Morrison, Jennie Nugent, Edward O'Connell, Timothy O'Sullivan, Marian Shea, Joseph Stewart, Annie Sullivan, John Sullivan, Thomas Taylor, Beatrice Temple.

BRADLEE SCHOOL

Thomas Bruce, Flossie Greenwood, Elizabeth Henderson, Frances McAvoy, Annie McGhie, Frank Petty, Charles W. Sherry, Mabel Smith.

WEST CENTER SCHOOL

Frank K. Doyle, Marjorie K. Milligan, Gertrude M. Morgan.

NORTH SCHOOL

William Bailey, Helen Hardy.

OSGOOD SCHOOL

Louise Greenwood.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

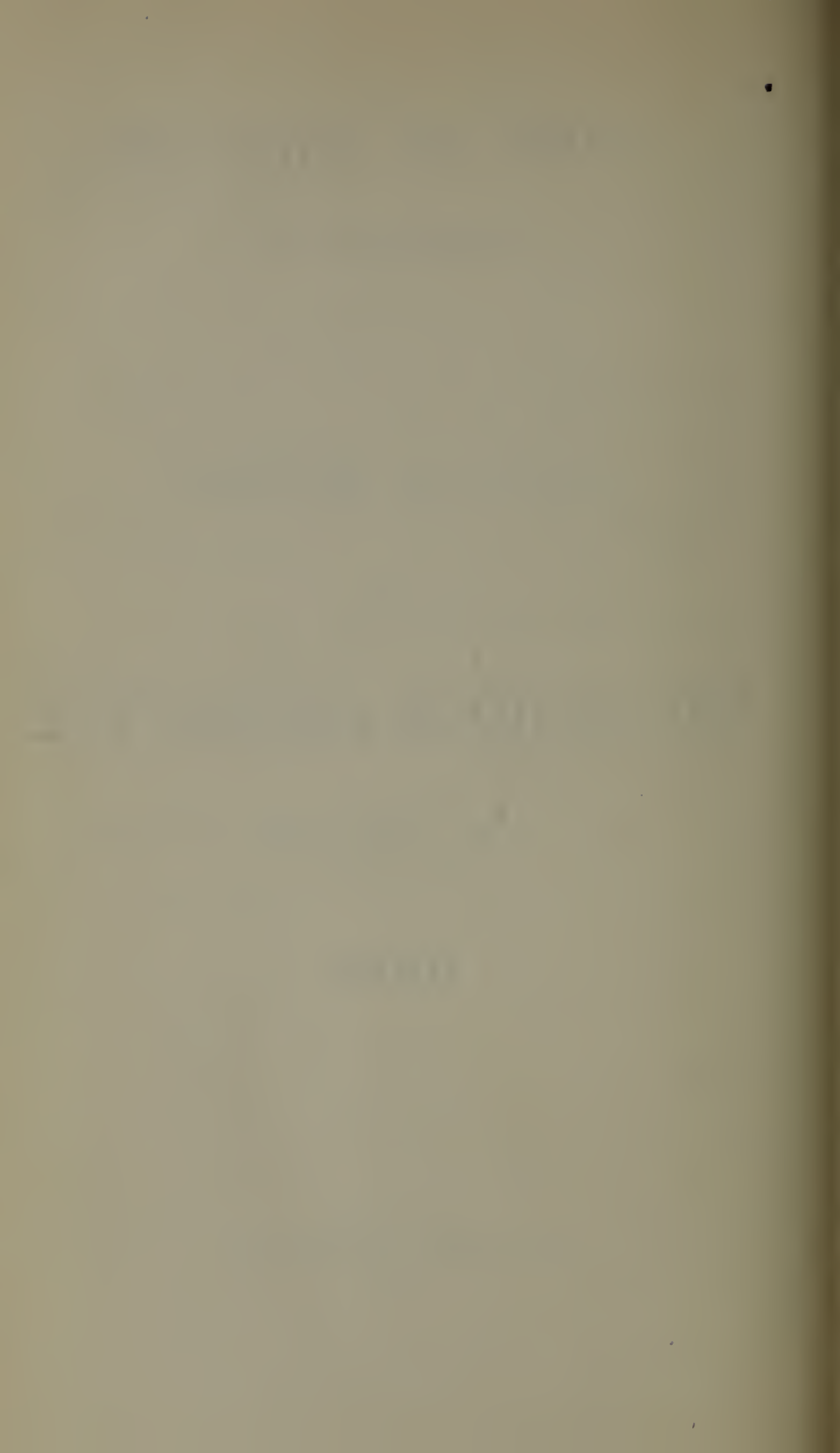
OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1909

Andover, Mass.
THE ANDOVER PRESS, PRINTERS
1910



SCHOOL COMMITTEE

ARTHUR T. BOUTWELL, Shawsheen Road	Term expires 1910
JOHN P. TORREY, 15 Elm Street	Term expires 1910
WILLIAM A. TROW, Frye Village	Term expires 1910
COLVER J. STONE, <i>Chairman</i> , 1 Locke Street	Term expires 1911
GEORGE A. CHRISTIE, <i>Secretary</i> , 62 Elm Street	Term expires 1911
GRANVILLE K. CUTLER, West District	Term expires 1911
CHARLES W. CLARK, 23 Summer Street	Term expires 1912
ALBERT W. LOWE, 33 Summer Street	Term expires 1912
DANIEL H. POOR, Ballardvale	Term expires 1912

SUPERINTENDENT

SHERBURN C. HUTCHINSON,	50 Summer Street
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GENERAL COMMITTEES

Financial and Advisory

CHARLES W. CLARK, WILLIAM A. TROW,
GRANVILLE K. CUTLER.

Teachers

ARTHUR T. BOUTWELL, ALBERT W. LOWE,
COLVER J. STONE.

Books and Supplies

GEORGE A. CHRISTIE, JOHN P. TORREY,
DANIEL H. POOR.

Cornell Scholarships, Phillips Academy

JOHN P. TORREY, ARTHUR T. BOUTWELL,
GEORGE A. CHRISTIE.

Cornell Scholarships, Abbot Academy

CHARLES W. CLARK, ALBERT W. LOWE,
GRANVILLE K. CUTLER.

DISTRICT COMMITTEES

Punchard High School

WILLIAM A. TROW, CHARLES W. CLARK,
ARTHUR T. BOUTWELL.

Stowe, John Dove, and Samuel C. Jackson

ALBERT W. LOWE, JOHN P. TORREY,
GEORGE A. CHRISTIE.

Indian Ridge, Bradlee, and Richardson

WILLIAM A. TROW, ARTHUR T. BOUTWELL,
DANIEL H. POOR.

West Centre, North, Bailey, and Osgood

GRANVILLE K. CUTLER, ARTHUR T. BOUTWELL,
CHARLES W. CLARK.

LIST OF TEACHERS

Corrected to February 1, 1910

PUNCHARD SCHOOL

NAME		P. O. ADDRESS
	<i>Latin</i>	
Charles L. Curtis, Principal		45 Bartlet St.
	<i>Science</i>	
Marshall F. Davis		45 Bartlet St.
	<i>English</i>	
Elizabeth L. Neal		29 Bartlet St.
	<i>Mathematics</i>	
Mary E. Höhn Dern		173 Main St.
	<i>Business</i>	
Edna G. Chapin		1 Locke St.
	<i>French and German</i>	
Carolyn E. Rey		112 Main St.
	<i>History</i>	
Christine L. Lewis		45 Bartlet St.

STOWE SCHOOL

IX	Anna E. Chase, Prin.	R. F. D. 1, Lowell
VIII	Grace Hill	67 Bartlet St.
VII, VIII	Alice L. Prescott	50 Whittier St.
VII	Caroline J. Burt	R. F. D., Lowell St.
VI	Helen E. Bodwell	137 Main St.
V, VI	Carolyn A. Dean	104 Main St.

JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Annie M. Downes, Prin.	68 Whittier St.
IV, V	Gertrude J. Green	51 Whittier St.
III, IV	Elizabeth Ferguson	6 Summer St.
III	Alice S. Coutts	34 Maple Ave.
II	Jennie S. Abbott	Upland Road
I	Adèle H. Duval	11 Maple Ave.
I	Florence M. Prevost	67 Bartlet St.
Kind'g'n	Lucy A. Allen, Prin.	Arco Building
Kind'g'n	Susan B. Thayer	56 Whittier St.

INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, Prin.	Wolcott Ave.
V, VI	Katherine L. Moynihan	95 No. Main St.
IV, V	Mabel M. Estes	56 Whittier St.
II, III	Lucy S. Carter	R. F. D., Andover
I	Eva E. Stone	173 High St.
Kind'g'n	Susan B. Thayer	56 Whittier St.

BRADLEE SCHOOL

VIII, IX	Clara A. Putnam, Prin.	Frye Village
VI, VII	Isabelle M. Towle	75 Park St.
IV, V	Katherine T. Hannon	105 No. Main St.
II, III	Mary C. Flagg	Wolcott Ave.
I	Florence I. Abbott	Upland Road
Kind'g'n	Lucy A. Allen	Arco Building

RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell St.
IV-VI	Emma L. Ward	Lowell St.

WEST CENTRE SCHOOL

V-IX	Emily F. Carleton, Prin.	R. F. D. 1, Andover
I-IV	Ethel F. Smith	R. F. D. 1, Andover

NORTH SCHOOL

I-VIII	Annie A. Shirley	R. F. D. 1, Andover
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BAILEY SCHOOL

I-IX	Nyna F. Russell	R. R. D. 1, Lowell, Mass.
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OSGOOD SCHOOL

I-IV, VI, VIII	Marion D. Lowd	R. F. D. 1, Andover
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SPECIAL TEACHERS

Music—Charles W. Cole	56 Thorndike St., Brookline
Drawing and Manual Training—	Grace A. Jenkins 54 Chestnut St.

SCHOOL PHYSICIAN

W. D. Walker, M. D.	121 Main St.
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TRUANT OFFICER

George W. Mears	23 Bartlet St.
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JANITORS

Punchard, Stowe, and John Dove Schools,

Herbert L. White, Argilla Road

Indian Ridge School,

James A. Eaton, 19 Cuba St.

Bradlee School,

Herbert Clark, Ballardvale

Richardson School,

George H. Baxter, 9 Lowell St.

West Centre School,

Edward A. Burt, R. F. D. 1

North School,

John J. Crowley, R. F. D. 1

Bailey School,

George Cobb, R. F. D. 1, Lowell

Osgood School,

Caroline Spickler, R. F. D. 1

COMMITTEE MEETINGS

The first Tuesday evening of each month, at half past seven, at the School Committee's Rooms, in Town Hall.

SUPERINTENDENT'S OFFICE HOURS

On days when schools are in session:

8—8.30 A.M.; 4—5 P.M.

Also on Tuesdays, 7—7.30 P.M.

at School Committee's Rooms, Town Hall.

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon.

SCHOOL BOARD'S REPORT

To the Inhabitants of Andover:

The School Board herewith submits its financial statement, the reports of the Superintendent of Schools, the Principal of the High School, the Instructor of Manual Training, and the Supervisor of Music. We commend to each citizen a careful consideration of each of these reports, and particularly invite attention to the exhaustive and thorough summary of our Superintendent.

SCHOOLHOUSES

The Punchard School has been painted. In front of the school and on each side of the entrance to the driveway shrubs have been planted to fill up and beautify the bare spots caused by the removal of trees. At the Stowe, John Dove, West Centre, Osgood, North and Bailey Schools, only the ordinary repairs have been made. At the Richardson School a drain and cesspool have been laid, and a bulkhead and porch built. Electric lights have been installed at Indian Ridge for the use of the pupils who attend the evening school. At the Bradlee School a new lawn has been laid out, and a macadam driveway built with stone gutters on each side. This year if the town appropriates sufficient funds, the Board will install a proper sanitary system in both the Osgood and West Centre Schools.

FINANCIAL STATEMENT

For the year ending December 31, 1909

SCHOOLS

	Receipts	Expenditures
Appropriation	\$32,000 00	
Tuition	192 07	
Tickets	107 80	
Miscellaneous	11 92	
Teachers and supervisors		\$24,690 74
Janitors		2,229 74
Transportation		2,041 08
Fuel		1,879 85
School physician		385 10
Carriage		125 00

Light		99 14
Printing		190 05
Miscellaneous		945 18
	<hr/>	<hr/>
	\$32,311 79	\$32,585 88
Overdraft	274 09	
	<hr/>	<hr/>
Totals	\$32,585 88	\$32,585 88

SCHOOLHOUSES

Appropriation	\$3,000 00	—
Miscellaneous receipts	5 57	
Punchard—Shrubs	\$45 05	
Copper ball	25 00	
Painting outside	190 00	
Roofing	226 06	486 80
Stowe—Whitewashing	15 00	
Repairs on roof	226 06	241 06
John Dove—Painting in basement	15 00	
Plastering, tinting, and		
painting in Room 2	83 00	98 00
Indian Ridge—Heating coil	46 45	
Tinting and painting	13 20	
Installing electric		
lights	36 84	96 49
Bradlee—Lawn and driveway		500 00
Richardson—Drain and cesspools	179 20	
New door and fixtures	25 25	
Grading	17 16	
Porch, bulkheads, etc.	66 53	288 14
West Centre—Cement in basement		15 75
Manual training—Benches and tools		141 35
School furniture		312 59
Slate blackboards		109 23
Adjustable curtains		118 75
Miscellaneous items and repairs		654 90
	<hr/>	<hr/>
	\$3,005 57	\$3,063 06
Transferred from books and supplies	9 43	
	<hr/>	<hr/>
Overdraft	\$48 06	
	<hr/>	<hr/>
	\$3,063 06	\$3,063 06

BOOKS AND SUPPLIES:

Appropriation	\$2,200 00	
Miscellaneous receipts	40 42	
Books		\$951 26
Stationery		411 55
Drawing		193 15
Music		134 82
Sewing and cooking		41 48
Kindergarten		20 40
Freight and express		65 45
Manual training		30 06
Miscellaneous		382 82
	<hr/>	<hr/>
	\$2,240 42	\$2,230 99
Transferred to school-houses		9 43
	<hr/>	<hr/>
	\$2,240 42	\$2,240 42
Total for the year	\$37,557 78	\$37,879 93
Total overdraft	322 15	
	\$37,879 93	\$37,879 93

TRANSPORTATION

Each year the cost for transportation increases, and this year the Board is compelled to ask for \$2,000 to meet the necessary expenses therefor. While the manner in which the appropriation shall be expended is at the discretion of the School Board, the amount to be appropriated lies wholly with the town. The Board has no specific recommendation to make with reference to this matter, but calls attention to it simply to show how large an appropriation is required for this single item.

ANOTHER TEACHER NEEDED

It will appear very clearly and forcefully in the Superintendent's Report that there is urgent need of a teacher to do individual work among the pupils throughout the various grades. There are 125 pupils who are repeating the work of last year, and while others have been assigned to the next higher grade, at least twenty-five per cent of the children have not done work which is satisfactory to the Superintendent or teachers. There are many causes, doubtless, to which this lack of preparation may be attributed, but

ordinarily the chief cause is that the child has not had the individual attention he required. The right sort of teacher would prove a moral, financial and intellectual saving to the town.

TEACHERS' SALARIES

Every year the town loses one or more of its best teachers simply because they do not receive salaries commensurate with their abilities, and a fair compensation for the excellent work which they perform. Regardless of Biblical prohibitions, the school superintendents of the various cities and towns look with covetous eyes on every successful teacher, and easily persuade her that it is to her advantage to go to their particular bailiwick. The Board ought to be in such a position that it should not be called upon each year to pass through this unpleasant experience.

MANUAL TRAINING AND DRAWING

Last year the Board voted to combine the positions of Instructor of Manual Training and Supervisor of Drawing in one person, believing that by so doing the two branches would be more closely co-ordinated. From the results obtained the Board feels justified in the action which it then took.

The Board recommends the following appropriation for school work:

For schools,	\$32,500
For schoolhouses,	3,800
For books and supplies,	2,500

Respectfully submitted, for the Board,

COLVER J. STONE,
Chairman.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of the Town of Andover:

GENTLEMEN: I have the honor to submit for your consideration my second annual report. It is the twentieth in the series of reports by the Superintendent of Schools. This report will be a statement of events, progress, conditions and problems.

The usual statistical tables and other data will be found in the appendix to this report. Attention is called to the special reports of the Principal of the Punchard School, the Supervisor of Drawing and Manual Training, and the School Physician.

ITEMS OF INTEREST

During the summer vacation all casts of bas-reliefs and statuary were thoroughly cleaned and repaired.

The usual exhibition of drawing was placed in the School Committee's room in June. The work displayed was of a high degree of excellence.

During the spring term the pupils of the fifth grade in the John Dove School were invited to the Archaeology Building, Phillips Academy, where Prof. Warren K. Moorehead gave them a talk on the life and customs of the Indians.

Flower and vegetable seeds were made available to the children of the town by the Andover Village Improvement Society through the agency of the teachers in collecting the pennies and distributing the seeds. Over four thousand packets were required to meet the demand and over two hundred children reported successful home gardens.

The annual historical trip of the ninth grade was made to Concord and Lexington this year. On June 11 a special electric car was secured for the occasion and the day was spent very profitably in viewing the places of interest in these historic towns.

An association of the public school teachers is in process of organization. The object is to promote closer social relations, a better professional spirit, and educational growth.

During the fall term a representative of the Massachusetts Total Abstinence Society visited the schools and addressed the pupils in the interests of temperance.

SANITARY CONDITIONS AND IMPROVEMENTS

The sanitary conditions are fairly good. Alterations are needed at the West Centre, Osgood, and North Schools to improve the heating, ventilation and sanitation. Some of the larger buildings are in need of interior improvements. The janitors endeavor to do their work well and keep the buildings clean and wholesome. It is no small task. Dust preventives and other modern devices are used to insure cleanliness. Repairs are promptly attended to.

Two automatic, sanitary drinking fountains have been installed to take the place of the germ-laden drinking cup. If they operate successfully, these fountains should be installed in all school buildings that have running water. The common soap and the common towel should be abolished as soon as a satisfactory substitute is available.

SCHOOL CENSUS

The school census for 1909 has been taken with considerable care. The results by ages are tabulated under statistics in the appendix. Of 1197 children between 5 and 15 years of age on September 1, 1909, 1086 are in the public schools, 35 are in other schools, 43 are at home, and 33 are at work.

The compulsory school law is well observed in Andover (except in regard to regular attendance referred to later). Of 845 children between seven and fourteen years of age, 819 are in the public schools, 15 are in other schools, 6 are taught at home, 2 are at home because of ill health, while 4 are out of school without legal excuse.

The census was taken to include the number of children four years of age in order to determine what proportion of the chil-

dren of that age are attending the kindergartens. Of 93 counted in the kindergarten districts 41, or 44.1 per cent, are in the kindergartens; 9, or 9.7 per cent are in grade I; and 43, or 46.2 per cent are not in school. In addition, 11 children five years old and 9 who became four years old between September 1 and November 1 are in the kindergarten.

CHANGES OF TEACHERS

There have been nine changes of teachers during the year besides the changes made necessary by the action in regard to drawing, manual training, cooking, sewing, physical training, and the kindergarten. The teachers of these subjects who retired withdrew through no fault of their own, but because of the combination of drawing and manual training, the discontinuance of special teachers in sewing, cooking, and physical training, and the reduction of the number of kindergarten teachers.

Of these teachers Miss Katherine D. Whitman in drawing, Miss Bessie P. Goldsmith in sewing and cooking, and Miss Maude C. Kathan in physical training, deserve especial commendation and appreciation for their long and meritorious service.

There have been but two changes during the present school year. Of these the loss of Miss Blanche S. Jacobs from the English department of the Punchard School has been most keenly felt and regretted.

PHYSICAL TRAINING

An important event during the spring term was the Public School Field Day held on the athletic grounds of Phillips Academy by the kind permission of Principal Alfred E. Stearns. It was under the direction of Miss Maude C. Kathan, Instructor in Physical Training, assisted by the teachers of the several schools. Dr. P. S. Page, Physical Director at Phillips Academy, several of the students, members of the School Committee and others gave valuable assistance on the field. There were eight series of events for the boys and girls of grades IV-IX. The Indian Ridge School won the largest number of points, with the Bradlee School a close second.

By vote of the School Committee in accordance with the action of the town meeting the services of a physical training teacher have been dispensed with. Plans have been made and carried out whereby the disadvantages resulting from the loss of such service have been minimized as much as possible. The work is carried on by the regular grade teachers according to the outlines used last year. This scheme will be fairly satisfactory as long as the teachers who have been instructed by Miss Kathan are with us. New teachers will be at a disadvantage. In the Punchard School the physical training for the girls has been of necessity discontinued for lack of a suitable instructor. The lack of an expert leader will undoubtedly diminish the interest of the other schools in the out-door games and plays during the spring term and prevent the recurrence of the successful field day of last year.

MANUAL TRAINING

The vote of the School Committee combining the positions of supervisor of drawing and instructor in manual training is working out well. An extra half-day has been given to drawing and two full days are devoted to sloyd. The latter has been extended to include the boys of the seventh grade as well as those of the eighth and ninth grades and also to include the boys of these grades in the West Centre School. The establishment of a manual training room at Ballardvale in the old school building, instead of having the boys come to the Centre, has resulted in a great saving of time, while the added cost will be more than balanced by the saving in transportation.

The discontinuance of the classes in cooking has left the girls of the upper grades without any instruction to correspond to the wood work of the boys, except such hand work as can be carried on in the class room by the regular teacher under the direction of the instructor in manual training. It seems inadvisable to have a valuable kitchen laboratory entirely unused. I hope it will not be long before there will be a demand not only for the renewal of the instruction in cooking for the girls of the eighth and ninth

grades, but for the introduction of a course in domestic science and household arts in the Punchard School.

COURSE OF STUDY

This subject is receiving considerable attention. The teachers of each grade meet once a month to compare progress, plan work, and discuss the course of study. Present indications are that it may be advantageous to make some limitations in the course, more clearly define the essential requirements, and designate the principal points of emphasis,—in other words, to arrange the course so that definite aim and concentration may result in more thorough accomplishment. It would undoubtedly produce better results, if pupils were required to learn less and learn it thoroughly and to acquire the ability to do a few things well.

PENMANSHIP

An attempt is being made to improve the writing. The chief difficulty in teaching writing is the lack of knowledge of method. An expert supervisor is needed. Lacking that, a manual, *Public School Penmanship*, by Mr. Albert W. Clark of Ginn and Company, Boston, has been placed in the hands of each teacher. This manual elucidates the principles of penmanship, gives the details of method and develops a logical plan or course of study. The author has visited the schools and addressed the teachers twice, giving them careful instructions for following his method. This arrangement appears to be the best substitute for a supervisor of penmanship.

This change is not a change of method. There was no method. It is not a change of slant so far as copy books are concerned, for the new books have practically the same slant as the old,—the medial. It will be a change in the pupils' writing, for they had not changed materially from the vertical, although the medial books have been in use for a number of years. At present we are working for position, muscular movement, uniform medial slant (about 25 degrees from the vertical), and letter formation. With these and movement exercises we hope to develop a legible and reasonably rapid handwriting. It may be a

slow process. There is a determination to improve the penmanship in the public schools. If this method does not prove adequate, I shall recommend the employment of an expert supervisor. It is encouraging that there are signs of improvement already.

BOOKS AND SUPPLIES

At the close of the school year in June many of the books were in a very dilapidated state. A special effort has been made to improve conditions. About one thousand books were rebound and those that were past repair or further use were discarded. Many new books have been purchased. New books in Latin, English and history have added to the equipment of the Punchard School. It seemed wise to replace the worn out histories with new text-books of more recent date and method. It was agreed by the teachers that it would be more desirable to use a complete series of language and grammar text-books throughout the grades III-VIII rather than to alternate books of different series from grade to grade. A new and recent publication was adopted and placed in two grades. As the old books in the other classes wear out they will be replaced by the new series. The schools have been equipped during the past year with a complete series of music books and charts in place of the parts of three different series in previous use. There seemed to be a general demand for a spelling book for use in the elementary schools and with the beginning of the present term all pupils in grades III-VIII were supplied with what appeared to be the best two-book series on the market, while the ninth grade is supplied with a complete spelling book of the best type for study and review. The Aldine Method in reading was given a careful trial last year in one first grade with such satisfactory results that it has been placed in all of the beginning classes this year except two. I have never introduced a method or text-book that has met with such interest and apparent satisfaction on the part of teachers and parents as has the Aldine Method. We need a basal series of readers throughout the grades, and doubtless the Aldine series will be the most acceptable to follow the use of the method in the first grade.

In addition to completing the introduction of the series of text-books already begun there are other special needs. We have no suitable text-book for instruction in citizenship. The present teaching is incidental in connection with history without the use of books except for reference. Our dictionaries, encyclopaedias and maps are very old and inadequate. There are but three Webster's International Dictionaries in all the schools and these are now out of date. There is one encyclopaedia of 1894, one of 1892 and one of 1889. There are two political maps dated 1904, one of 1899, and five of 1894. All others bear the date of 1887. Political geography has changed considerably since then, to say nothing of the worn out and inferior condition of such old maps. We need at least one hundred new political maps. The regular appropriation for books and supplies is insufficient to provide for these needs in addition to the usual fixed requirements. A special increase in the appropriation will be necessary, if they are to be met.

Every effort is made to use books carefully and supplies economically. Book covers are now used on all new books. If books are misused, they are paid for by the pupil. Hereafter, books that are used in successive grades are to be used by the same pupil throughout the course. This will give the books uniform wear and reduce the necessity of putting soiled books into the hands of children who are habitually neat and clean.

EVENING SCHOOL

There appeared to be quite a demand for an evening school in Abbott Village, and largely through the efforts of Mr. George F. Smith of the Smith and Dove Manufacturing Company a sum of money was contributed for that purpose. The school opened with a great deal of enthusiasm and the interest was fairly well sustained. An exceptionally good teaching force was provided and a special effort was made to furnish instruction suited to the needs of all who enrolled as members.

During the present year and heretofore a number of pupils have attended the evening schools in Lawrence without any charge for tuition. This privilege will be withdrawn from the

pupils of Andover at the close of this year. Because of this fact and because of the general interest in the evening school just closed, I believe it would be advisable to maintain an evening school of elementary grade another year in Abbott Village at the expense of the town. This, however, would not provide for evening high school instruction. I believe it would be a good investment for the town to furnish evening high school tuition at a cost of twelve to fifteen dollars each in Lawrence, if any of our boys and girls are ambitious enough to avail themselves of the opportunity. If there were a sufficient number, it might be profitable to furnish such instruction in Andover, though in all probability it would be impracticable to furnish the necessary equipment for the kind of courses required.

Attention is called to the fact that it is now possible for students to attend the Lawrence Industrial School at the expense of the town and that there are now three persons availing themselves of the opportunity. The tuition paid by the town is reimbursed by the state to the extent of one-half the amount expended.

SOME CONDITIONS AND SOME PROBLEMS

Attendance:—The attendance for the year ending in June, 1909, was 93.4 per cent, which was better than that of the previous year by a small fraction of one per cent. During the four school months of the present year the attendance has been very low, averaging 91.5, with 86.9 for the last month. This has been due to two causes, mainly,—sickness and unexcused absences. There have been absent ten days or more because of measles, 48 pupils; whooping-cough, 51; mumps, 32; various diseases, 48; and for miscellaneous causes, 14; making a total of 197. Such absences, of course, cannot be helped, but there are many that are without legal excuse. The law states:—

“Every child between seven and fourteen years of age, and every child under sixteen years of age who cannot read at sight and write legibly simple sentences in the English language, shall attend some public school in the city or town in which he resides during the entire time the public day schools are in session. ****
The *superintendent of schools* or, if there is no superintendent

of schools, the school committee, or teachers acting under authority of said superintendent or committee, *may excuse cases of necessary absence*. The attendance of a child upon a public day school shall not be required if he has attended for a like period of time a private day school approved by the school committee of such city or town in accordance with the provisions of the following section, or if he has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if he has already acquired such branches of learning, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable. Every person having under his control a child as described in this section shall cause him to attend school as herein required; and *if he fails for five day sessions or ten half day sessions within any period of six months while under such control to cause such child whose physical or mental condition is not such as to render his attendance at school harmless or impracticable, so to attend school, he shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than twenty dollars.*"*****

It is apparent from the above quotation that helping at home, visiting, running errands, shopping, lack of clothing, etc., are not legal excuses for absence. Up to January 14, 1910, 33 children have been absent "more than five day sessions or ten half day sessions" without legal excuse. The total number of unexcused absences in the elementary schools to the above date was 1,254, by 277 pupils.

The total number of half-day absences has been approximately 17,000 for 77 school days, or an average of 110 per session, not including the absences of pupils who have become non-members after ten days of consecutive absence.

There are at least three results of continued absence that are detrimental: first, if pupils are absent, the time and money expended for their benefit is ineffective; second, the pupils are retarded in their progress and endanger their prospects of promotion; and third, the school as a whole is more or less demoralized and hindered in its work.

Tardiness is increasing. The first month there were 285; second month, 364; third month, 273; and last month, 593. Tardiness is entirely unnecessary, and punctuality is of the first importance.

Promotions.—A careful study of the grading and promotion reveals the following facts: 863 pupils, or 76.5 per cent, received regular promotion; 261, or 23 per cent, were more or less deficient. Of these, 125 in the grades are repeating the work of last year, 106 were advanced to the next grade on trial, while 30 others were more or less deficient. Four pupils received double promotion. Two points are to be emphasized: first, 125 pupils are repeaters; second, 136 pupils are working in grades for which they are not fully prepared. The causes are various. Irregular attendance, inability, lack of interest and effort are among them.

Average Ages.—In the appendix will be found a table showing the number of pupils of each age in each grade at the beginning of the school year and the average age of each grade. If all the children five years of age should enter grade I in September the average age of these beginners would be not far from 5 yr. and 6 mo. If all of these pupils should progress uniformly it can be seen at once what the theoretical average would be at the beginning of each school year for each grade, e. g., the average age of grade VI would be 10 yr. 6 mo. A glance at the table will show that the actual average age for the present grade VI in September was 11 yr. 8 mo. The table also shows how many pupils of each age are in each grade. It will be noticed that the children of grade I range from 4 to 9 years. If we adopt the period from six to eight as the "normal" age in the first grade, seven to nine in the second grade, and so on (a rather high criterion, when the age of admission is five), it can be seen how many pupils are above the "normal" age in each grade. These indicate largely the pupils who are "repeaters," and show where especial remedial effort must be directed.

Pupils Leaving School.—During the year September 12, 1908, to September 11, 1909, 77 age and schooling certificates were

issued to children who had become fourteen years of age. Of these, 65 have left school permanently and gone to work. Seven only had completed the grammar school course. The rest have left school from grades V-IX. So far as children leave school before they have completed the final elementary grade the school system is failing to accomplish the purpose for which it is designed and falling short of its maximum efficiency. The reasons for leaving school are,—the necessity of becoming productive, or wage-earning, dislike of study, failure of promotion, etc. It is very much to be regretted that parents who are not dependent upon the earning capacity of their children will permit them to leave school because they do not like to study or because they cannot be advanced in grade as rapidly as they wish without regard to their capacity for doing school work. If parents realized that the time between the ages of 14 and 16 devoted to education would greatly increase the earning power of the individual during the immediately succeeding years, they would be less willing to allow their children to enter the factory or shop at the minimum age allowed by law.

The problem is to keep such children in school and at the same time maintain a high standard of scholarship. Some who are not strong mentally might be kept in school and greatly benefited, if the elementary courses included training to meet the requirements of all types of ability or aptitude and capacity for development. There is no child, unless feeble minded, who does not have some talent or bent, in the cultivation of which he may attain some degree of success. And success is absolutely essential to the individual. Children who fail in school know that they are failures, leave school because they are failures and enter the work of the world predisposed to failure. It is the business of the school to discover the capacity of the individual child, to direct his effort and to develop his power to succeed.

These conditions and problems have been presented not to occasion alarm, but to indicate that there are possibilities of improvement, that there are lines along which definite work should be undertaken and that there is need of co-operation on the part of parents and citizens, especially on the part of parents. Our

schools rank well with those of other towns and cities. Our average attendance is usually about two points higher than the average of the state. The average per cent of repeaters in fifty-five cities is 15.4. Our per cent this year is 12. The average ages in the grades is lower than in some of the best school systems in Massachusetts. The number of pupils above "normal" age is 106, or 11 per cent. In Springfield, Massachusetts, it is 23.3 per cent for 1907. The efficiency of our school system based upon the completion of the final elementary grade is 71.6. The highest in the United States as computed by the Russell Sage Foundation is 82.6. The lowest is 22.6 in a list of fifty-eight cities. Andover would stand tenth. All of these facts are creditable. It will be still more creditable, if from year to year we understand the exact conditions, aim definitely to improve them, and become able to record an annual gain in the general averages. Data for past years are unavailable so that the comparisons instituted are rather unsatisfactory for lack of fullness. Hereafter an exact history of each grade for each year will be kept after the most approved methods, together with such other statistics as will give an accurate knowledge of the condition of the schools with evidence of improvement or deterioration as determined by comparison with a successive series of years.

It should be borne in mind that the results of the retardation of pupils are chiefly increased cost to the town for the public schools and loss of time to pupils who are retarded and who as a consequence leave school at the age of fourteen without having completed the elementary course. Beyond that there is the psychological and moral effect of retardation upon children who are really being trained in failure rather than in success. The problem is a serious one for consideration on the part of all concerned.

CONCLUSION

It is with regret that I have been obliged to refer in this report to the elimination of certain features of the public school system in this town that appear to have been in successful operation for a long term of years. Other features of the system may be faulty, but it is very doubtful if the refusal to meet the demand

for health and hand training will remedy these faults or further the development of the type of education best calculated to prepare boys and girls to meet the conditions of active, every-day life. Every feature of the curriculum should prove its worth and appeal to the sound judgment of the citizens who support the public schools. Have the subjects eliminated failed to prove their worth?

In conclusion, permit me to state that it is a great pleasure to work with you as a School Committee and with principals and teachers who are so thoroughly in earnest and active for the welfare of the public schools. Parents, and friends of education are appreciative and helpful and I believe that all citizens take pride in having and maintaining schools of a high degree of efficiency.

Respectfully submitted,

S. C. HUTCHINSON.

REPORT OF THE PRINCIPAL OF THE PUNCHARD SCHOOL

To the Superintendent of Schools:—

It is my privilege to submit to you my sixth annual report as Principal of the Punchard School.

The enrollment during the current year is 53 boys and 68 girls, a total of 121, being an increase of six boys and a total increase of six pupils. Of this enrollment nine come from Ballardvale, twenty-five from West Andover and Haggett's, and two from Lawrence, the last named paying tuition.

As many of these pupils living at a distance must necessarily remain until late in the afternoon, a matron or teacher is present in charge of the building at all times. Parents are again strongly urged to have their children who are not maintaining a satisfactory standing return for study from 2.30 until 4 o'clock. In such cases, the principal should be notified of the parents' desire and he will promptly report any such absence.

Reliable statistics show that in the high schools and academies of the United States two-fifths of the pupils fail each year. I wish to reiterate what I said in my report of last year, that, in my experience of seventeen years of teaching and supervising, I have found almost every case to be due to a simple failure to memorize a small amount of basic data. Then, too, in many cases where this has been apparently thoroughly memorized on one day, it has been completely forgotten on the next. The greatest difficulty that our American schools are laboring under is this constant attempt to make "bricks without straw," to climb a ladder of logic whose rounds of memorized facts are weak or entirely missing. It is not the understanding that is at loss in ordinary high school work. It is the possession of this small amount of memorized matter.

Why the present day schoolboy or schoolgirl is so far behind his father and grandfather in this power to commit to memory and to retain, is a question often asked. In the first place I do not

believe he is. The demand made upon the present day pupil is far beyond that of a generation ago. In the second place, formerly only the more gifted or the highly ambitious took up high school or academic work at all, even in its simpler phases. Now, quick and slow, ambitious and lazy, in great numbers approach it as a matter of course. In the third place, the tremendous diversity of interests, so common to our present day high-school boy or girl was a thing almost unknown to their fathers and mothers. The complexity of the daily life of a modern pupil is something startling. Church organizations, boys' clubs, girls' clubs, music lessons, athletic teams, dancing lessons, committee meetings, class duties, parties, dances, employment for earning money before and after school, these all tend to make great demands upon the youth of the present day.

To a certain extent, I believe this is all excellent training for the strenuous and complex life of the average prominent citizen, provided the body be not overtaxed and the mind be not so satiated with interests that it loses its power to concentrate when and where necessary. I do believe, however, that we overdo this. I believe that school boys and girls should rarely have duties, social or otherwise, from Monday to Friday that will demand their absence from home during the evening. I believe that every pupil should take a reasonable amount of outdoor air and exercise each day during the afternoon, and that he should have certain home duties that will demand his attention for at least a few minutes each day and develop in him a sense of responsibility. I believe that Friday and Saturday evenings should be allowed school boys and girls for parties and other social gatherings, always under proper chaperonage; that Saturday afternoon, if possible, should be given up to healthy outdoor exercise; that Sunday be given up to the work of the church and its allied organizations and to family intercourse; that other evenings should be spent in the quiet of the home, and devoted partly to study and reading and partly to thought and discussion; that every pupil should aim to study at least an hour every weekday afternoon. I am convinced that such a rational course of living would work wonders in any school, banishing much discontent and many a

head and heart ache, and resulting in a far higher standard of school work, produced with far less friction. Added to this I would, with all my heart, advise every boy and girl to spend five minutes, morning and night, in vigorously performing a few simple physical exercises. I believe these exercises are and should be taught in the public school system. In my opinion, for boys and girls of high school age, they should not be performed in the ordinary dress of the schoolroom, nor in a vitiated atmosphere, but with plenty of room, scant clothing and an abundance of fresh air.

Many a time in the progress of every school year I am anxiously asked by earnest parents what they can do to insure better school work by their sons and daughters. The above words are my best and most thoughtful advice. Add to it one thing more: talk with the boy or girl every evening concerning the subject matter of recent lessons, or those of the following day. Show you are interested even if you know nothing of the technical part. Many a parent loses his sons' or daughters' respect by assuming that these matters are beyond his ken, and besides, fails to be the inspiration that every parent should be to his child. It is neither fair nor wise to turn the whole responsibility of your sons and daughters over to the teacher when he cannot always be present. He would assume it if he could. The day of the old-fashioned parent must come again.

During the past year, two important changes have been made in the teaching force. Miss Blanche S. Jacobs, after more than six years of faithful and efficient service, resigned to accept a similar position at Pawtucket, R. I. Mr. David J. Allen, a young teacher of much promise, resigned to accept a position in one of the Seattle, Washington high schools. The opportunity for professional advancement in both cases was so great that we could not hope to retain them. Miss Elizabeth L. Neal of Smith College, coming to us from the Manchester, N. H., High School, has been placed in charge of the English department, and Mr. Marshall F. Davis of Dartmouth College, has assumed the management of the science department.

A prize of ten dollars, in memory of the late George A. Parker, has recently been offered, to be awarded to the boy of highest average in scholastic standing, who shall have been twice a regular member of one of the school's recognized athletic teams. All prizes and scholarships previously announced have been offered again this year.

Last June marked the enthusiastic celebration of the fiftieth graduation of the school. Large numbers of the non-resident alumni were present. The program will be found in the appended report of programs and statistics. On this occasion the school received three beautiful gifts. The first is a large case, 5x12 feet, with full plate glass front, containing the flag and officers' swords of the old Punchard Cadets, and presented by them. The second is a large plaster reproduction of the Minerva Giustiniani, presented in memory of the late George A. Parker, by his son, Carl R. Parker. The third is a beautiful imported carbon print of the Canterbury Pilgrims, presented by the Class of 1909, in memory of their former classmate, Charlotte Emma Thomes.

Through the courtesy of the school committee a much needed shower bath has been placed in the boys' basement and is greatly appreciated.

A course in mechanical drawing has been elected by fifteen boys and five girls, and proper instruments therefor have been purchased.

Parents and others interested in the school are urged to subscribe for the Punchard Ensign in order that they may intelligently follow the work of the school. The subscription price, 35 cents a year, may be sent to Archibald L. Tyler, subscription agent. Deliveries will be made by him in person or by mail.

I believe the school is in a thoroughly healthy condition. The graduates who have gone to college, institutes of technology and Normal schools are all doing creditable work, and many have received special commendation. At present we have students at Massachusetts Institute of Technology, Columbia, Smith, Mt. Holyoke, Simmons, Bridgewater, Salem and Lowell Normal schools, and the Lowell Textile School. Every graduate of the business course has been placed in a desirable position and a con-

siderable number of applications for more stenographers and bookkeepers are on file at the principal's office. Business firms desiring such help, together with reliable information regarding the ability and personality of the applicants, will do well to keep in touch with this employment department.

I feel, however, that the main business of the school and its most valuable and lasting results are by no means the fitting of a limited number for college or for business offices, but that it lies far deeper, in the general broadening of the intellectual vision, in cultivating habits of accuracy and promptness, and high ideals of responsibility and duty, and in furnishing an inspiration to boyhood and girlhood to live lives that will count for happiness and usefulness in the community. For this end are we working and with this ideal do we conduct recitations and athletics, public contests and debates, school journalism and the social features of the school.

The heating and janitor service have been materially improved during the current year. A few more adjustable desks are needed in some rooms. New slate blackboards have been introduced where they were most needed.

Permit me to record here my appreciation of the courtesies and kindly co-operation with which I unfailingly have met from all with whom I have dealt.

Respectfully submitted,

CHARLES L. CURTIS.

The Punchard School,
18 January, 1910.

REPORT OF THE SUPERVISOR OF DRAWING

To the Superintendent of Schools:—

In September I began my duties as Supervisor of Drawing and Manual Training in the public schools of this town, so that this report covers about half the year's work.

The work since September in the primary grades has included nature drawing, object drawing, color study and illustration. Both colored pencils and scissors have been used in the illustrative work. We shall continue this phase of the drawing throughout the year, taking our subjects from out-of-door life, home life and stories. The aim of the free hand cutting and illustrative work is the development of original thought and expression, and the power to represent simple objects.

The work in the grammar grades during the fall months was mostly nature drawing. Sprays of flowers, leaves and berries were sketched in pencil and water color. Since the first of November model and object drawing, involving the principles of perspective and the grouping of objects have been taken up. Much time and energy has been spent upon the fundamental principles of ordinary pencil drawing. The remainder of the year will be devoted to constructive, decorative and mechanical work.

There were several changes made in September with regard to the drawing at Punchard. First, instead of holding the classes in the hall as has been the custom for the last few years, Room 6 has been used and the arrangement has proved very satisfactory. Second, the work has been divided into two courses, mechanical and freehand. About twenty boys and several girls are taking the mechanical course. The freehand classes have done a good deal of nature drawing and landscapes, and are now at work on shaded pencil drawings of casts and groups of still life.

There has been an afternoon class, held from 2.30 to 3.30 P.M. on Friday, for students who wished to take up more artistic

and advanced work than was being done in the regular classes. At Christmas this class made fancy articles from brass and leather.

Some changes have been made in regard to the manual training. A room was fitted up in the old school building at Ballardvale so that it would not be necessary for the boys to come to Andover for their lessons. This plan has worked satisfactorily and twenty-two boys are receiving instruction there every week. The manual training this year includes the boys in the 7th, 8th, and 9th grades. The work for the 7th grade is mostly knife work, which affords a knowledge of whittling and cultivates a skill that the hand has not known before. The 8th and 9th grades are learning to use tools, and the models set before the classes are all practical and useful. The work has progressed in an interesting and encouraging manner.

The girls have special work in manual training while the boys are at sloyd. They make useful articles and decorate them with suitable designs.

I wish to thank all the teachers for their ready co-operation and earnest endeavor, and to the Superintendent, who has been so helpful at all times during my first year in Andover, I extend my sincere thanks.

Respectfully submitted,

GRACE A. JENKINS

REPORT OF THE SUPERVISOR OF MUSIC

To the Superintendent of Schools:—

Having finished my first year as Supervisor of Music in Andover, it gives me great pleasure to state that some of my ideals have been realized. My endeavors in the direction of getting all the children to sing have been well rewarded.

I have endeavored to develop in the pupils a love for good music. As a proof that progress has been made in this direction it may not be out of place to state here that one of the pupils at Punchard has asked that the school might study one of the choruses from Carmen.

I am also glad to state that in our eighth and ninth grades we have four-part singing well sustained, and the boys seem to be enjoying the bass.

We have a larger chorus at Punchard than last year, and the pupils respond with a will. We are now working on the graduation and Barnard music, for which occasions more ambitious music has been selected. In this I am sure an upward step has been taken.

The teachers are as interested and more helpful than ever.

A survey of the whole field proves that real progress has been made, although I am by no means satisfied with present attainments.

Respectfully submitted,

CHARLES W. COLE

REPORT OF THE SCHOOL PHYSICIAN

To the Superintendent of Schools:—

I herewith present my report for the year ending January 31, 1910.

During the year the usual examinations of the school children have been made and the following conditions noted.

SKIN DISEASES

Pediculosis capitis	31
Impetigo	11
Eczema	5
Ring worm	4

NOSE, THROAT, ETC.

Enlarged tonsils	41
Adenoids	12
Catarrhal conditions	7
Nasal obstructions	5

DEFORMITIES

Spine	6
Extremities	4

CIRCULATION

Heart disease	4
Anemia	11

EYES

Stye	3
Blepharitis	5

GENERAL

Phimosis	4
Defective mentality	3

Nervousness	8
Whooping cough	10
Mumps	4

During the fall term of 1909, whooping cough and mumps interfered considerably with the attendance at the Bradlee and Richardson schools. Since the Christmas vacation there has been quite a large number of cases of measles and mumps among the pupils of the Samuel C. Jackson and John Dove Schools. The epidemic seems to be abating and doubtless will soon be over. During the past year 1000 copies of "The Care of the Teeth," a pamphlet issued by the Dental Hygienic Council, have been distributed to the school children. Good teeth are an absolute necessity to those who would have good health, and too much stress cannot be laid on this fact. Children, no matter how young, should be taught to care for their teeth and, if they decay, to have them attended to.

More intelligent use of the ventilating shafts has resulted in better air in the rooms. It still seems to me to be necessary that the rooms should be aired by opening windows, and this can be done before and after each session and during the recess periods.

We are very grateful to the school committee for the installing of two automatic drinking fountains, which inaugurates a policy which will in time do away with the common drinking cups, a potent factor in the spread of disease.

Report of eye and ear tests:	
Number of pupils examined	918
Defective eyesight	163
Defective hearing	20
Notices to parents	145

It is interesting to note that of 70 pupils in the three district schools only 6 have defective eyesight, and that of 160 in the Indian Ridge School 57 show some defect in vision.

The school buildings have been kept in good and cleanly condition by the janitors, and this is surely an item of importance to the health of the children.

Thanks are due to the Superintendent and teachers for help and suggestions.

Respectfully submitted,

W. D. WALKER

REPORT OF TRUANT OFFICER

To the Superintendent of Schools:—

I herewith submit the following report of cases investigated for the school year 1908-9.

Number of cases reported	43
Number of cases investigated	42
Number of truants	12
Number of absences with legal excuse	6
Number absent because of sickness	5
Number absent for lack of clothing	5
Number absent to help at home	10
Number absent for other insufficient reason	6
Number of cases prosecuted	none
Number of visits to factories	none
Number found working without certificates	none

HERBERT L. WHITE,
LLEWELLYN D. POMEROY,

Truant Officers.

APPENDIX

SCHOOL CALENDAR

1910

January 3, Monday,	Winter term begins
February 22, Tuesday,	Washington's Birthday. Holiday
March 25, Friday, 7.45 p. m.	The Barnard Speaking
April 1, Friday,	Winter term ends

RECESS—ONE WEEK

April 11, Monday,	Spring term begins
April 19, Tuesday	Patriot's Day. Holiday
May 30, Monday,	Memorial Day. Holiday
June 22, Wednesday, 4.30 p. m.,	Class Day Exercises
June 23, Thursday, 2.00 p. m.,	Grammar School Graduation
June 23, Thursday, 8.00 p. m.,	Punchard School Graduation
June 24, Friday,	Spring term ends

VACATION—ELEVEN WEEKS

September 12, Monday,	Fall term begins
November 24, Thursday,	Thanksgiving Day. Holiday
November 25, Friday,	Special Holiday
December 9, Friday, 7.45 p. m.,	The Goldsmith Speaking
December 16, Friday,	Fall term closes

RECESS—TWO WEEKS

1911

January 2, Monday,	Winter term begins
March 24, Friday, 7.45 p. m.,	The Barnard Speaking
February 22, Wednesday,	Washington's Birthday. Holiday
March 31, Friday,	Winter term ends

STATISTICS

Population, 1905			6,632
Children between five and fifteen years of age, September 1, 1909:—			
Males	588		
Females	609	1197	
Children between seven and fourteen years of age, September 1, 1908:—			
Males	427		
Females	418	845	
Number of children fourteen years of age			122
“ “ thirteen “			111
“ “ twelve “			144
“ ” eleven “			126
“ “ ten “			114
“ “ nine “			117
“ “ eight “			103
“ “ seven “			128
“ “ six “			104
“ “ five			128
Valuation of Andover, 1909	\$6,471,167.00		
Valuation of school-houses and lots	177,000.00		
Estimated value of books and apparatus	12,500.00		
Tax rate per \$1,000	16.50		
Total cost for support of schools (including salaries and expenses paid by the Trustees of Punchard Free school)		38,141.87	
Total cost for repairs and improvements		3,063.06	
Total cost to the town for support of schools		34,816.87	
Amount per \$1000 of valuation raised by taxation and expended for the support of schools		5.38	
Amount per \$1000 of valuation raised by taxation and expended for repairs and improvements		.47	

Total expenditure per pupil for support of schools	32.70
Total cost to the town per pupil for the support of schools	29.85
Number of school buildings	12
Number of rooms	43
Number of rooms occupied	40
Number of principals of buildings	7
Number of kindergarten teachers	2
Number of special teachers	2

ATTENDANCE STATISTICS — 1908-1909

SCHOOL	GRADE	ENROLLMENT						Total membership	Average membership	Average attendance	Per cent. of Attendance	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years	7 to 14 years								
Punchard	High	51	67	118	.	29	89	7	107.3	108.1	96.1	9-8	14	8	2	2
Stowe	IX	22	48	70	.	38	10	35	45.6	43.1	94.5	9-5	16	16	10	2
	VIII, IX	20	25	45	.	44	.	35	40.5	38.7	95.5	9-5	17	16	2	1
	VII, VIII	31	11	42	.	41	1	33	36.6	34.5	94.3	9-5	21	21	11	1
	VII	23	26	49	.	49	.	49	44.9	42.3	94.2	9-5	26	30	6	3
	VI	30	17	47	.	47	.	46	45.2	40.1	93.5	9-5	22	28	6	4
	V, VI	23	22	45	.	45	.	45	43.3	40.1	92.6	9-5	20	10	4	4
John Dove	IV, V	17	26	43	.	43	.	42	40.3	38.9	96.5	9-5	45	2	7	1
	III, IV	22	19	41	.	41	.	41	36.1	33.9	94.8	9-5	45	20	7	6
	III	19	22	41	.	41	.	41	40.2	36.9	91.8	9-5	50	18	3	1
	II	30	15	45	.	44	1	44	39.9	38.2	95.7	9-5	24	11	2	.
	II	13	16	29	.	29	.	14	24.7	23.1	93.1	9-5	26	19	5	6
	II	13	14	27	.	27	.	17	26.7	23.6	88.4	9-5	32	13	5	7
	II	12	18	30	1	30	.	30	26.3	23.2	88.2	9-4	72	17	3	5
Samuel C. Jackson	I	14	14	28	.	27	.	1	25.5	23.5	92.1	9-4	75	16	6	7
Indian Ridge	K'g't'n	26	39	65	83	32	.	18	41.4	37.1	89.6	9-5	67	11	4	10
	VII, VIII	12	11	23	21	21	2	23	20.4	19.8	97.1	9-6	10	22	5	5
	V, VI	22	13	35	.	35	.	35	31.1	29.5	95.2	8-5	18	14	3	.
	IV, V	14	20	34	.	34	.	34	33.7	30.7	93.1	8-4	17	22	5	1
	II, III	16	27	43	.	43	.	29	38.3	33.6	96.2	9-5	19	24	8	4
	I, II	19	14	33	1	32	.	11	29.6	27.3	92.2	9-4	8	2	2	4
	K'g't'n	12	14	26	21	5	.	25	17.7	14.5	81.9	9-4	34	16	2	3
Bradlee	VII, VIII	13	7	20	21	18	2	13	21.1	18.1	95.2	9-4	14	18	11	6
	VI, VII	14	11	25	25	25	.	25	23.6	22.2	95.2	9-3	12	12	3	9
	IV, V	17	25	42	.	42	.	42	41.1	38.9	94.9	9-4	28	16	5	6
	II, III	19	24	43	.	43	.	81	40.9	38.5	94.1	9-4	13	13	6	6
	I	10	14	24	.	24	.	5	20.7	19.1	91.3	9-4	11	10	4	4
	K'g't'n	10	4	14	12	2	.	14	8.5	7.5	88.2	9-1	13	2	4	1
Richardson	I-III	15	21	36	36	36	.	19	30.6	29.8	97.4	9-6	28	15	1	5
	IV-VI	14	15	29	29	29	.	29	25.9	24.7	95.4	9-6	7	11	3	2
West Centre	V-IX	19	9	28	.	27	1	22	24.9	22.9	92.4	9-5	42	11	2	3
	I-IV	14	13	27	1	26	.	19	30.2	27.6	91.4	9-4	15	11	2	4
North	I-VII	16	12	28	27	27	1	21	26.8	24.5	87.8	9-2	17	8	4	1
Bailey	I-IX	16	19	35	.	35	.	29	28.6	25.1	91.4	9-6	48	11	2	2
Osgood	I-III, V, VII, IX	10	10	20	.	18	2	17	16.8	15.2	90.5	8-19	44	8	4	2
Totals	.	648	690	1308	69	1129	110	844	1186.5	1089.2	93.4	9-5	967	611	154	127

TEACHERS

FEBRUARY 1, 1909—JANUARY 31, 1910.

SCHOOL.	GRADE.	NAME	First Election	Resig- nation	SALARY	EDUCATION
Punchard	Principal—Latin	Charles L. Curtis	1904	.....	\$2000.00*	Colby College
	Science	{ David J. Allen	1908	1909	735.00†	Brown University
	English	{ Marshall F. Davis	1909	.....	700.00†	Dartmouth College
		{ Blanche S. Jacobs	1903	1909	850.00	Wellesley College
	Mathematics	{ Elizabeth L. Neal	1909	.....	750.00	Smith College
	Business	Mary E. Höhn Dern	1906	.....	800.00†	Phil. Normal School of Art
	French and German	Edna G. Chapin	1906	.....	800.00†	Smith College
		Carolyn E. Key	1907	.....	800.00	University of Paris
		Christine L. Lewis	1908	.....	800.00	Radcliffe College
		Anna E. Chase	1886	.....	800.00	Salem Normal
Stowe	Prin.—IX	Grace Hill	1900	.....	600.00	§Salem Normal
		{ Marian K. Brown	1909	1909	450.00	Lowell Normal
	VII, VIII	{ Margaret C. Kimball	Sub.	.....	500.00	§Salem Normal
	VII	{ Alice L. Prescott	1909	.....	500.00	Lowell Normal
		{ Caroline J. Burr	1903	.....	525.00	Bridgewater Normal
	VI	{ Ethel R. Coleman	1901	1909	525.00	Lowell Normal
	V, VI	{ Helen E. Bodwell	1909	.....	525.00	Mt. Holyoke College
	Prin., V	Carolyn A. Dean	1892	.....	525.00	Punchard Free School
	IV	Annie M. Downes	1898	.....	775.00	Symonds High School
	IV	Gertrude J. Green	1904	.....	525.00	Plymouth (N. H.) Norm
John Dove and Samuel C. Jackson	III	Elizabeth Ferguson	1907	.....	475.00	Salem Normal
	II	Alice S. Coutts	1901	.....	550.00	Salem Normal
	II	Jennie S. Abbott	1890	.....	500.00	Salem Normal
	II	{ Myra B. Stronach	1908	1909	450.00	Bridgewater Normal
	I	{ Eva E. Stone	Sub.	.....	475.00	Garland Kindergarten Tr. School
	I	Adèle H. Duval	1898	.....	600.00	Winona (Minn.) Normal
	Kindergarten	Florence M. Prevost	1899	.....	550.00	Lucy Wheelock K'gt'n Tr. School
		Lucy A. Allen, Prin.	1906	.....	500.00	New Britain (Conn.) Normal
	"	{ Grace E. Brown, Asst.	1907	1909	425.00	Rhode Island Normal
	Prin., VII, VIII	{ Susan B. Thayer	1909	.....	450.00	Garland Kindergarten Tr. School
{ Jean S. David		1905	1909	600.00	Abbott Academy	
{ Etta M. Dodge		1909	.....	600.00	Concord (N. H.) High School	
Indian Ridge	V, VI	Katherine L. Moynihan	1906	.....	Lowell Normal	

Indian Ridge	{	IV, V	Mabel M. Estes	1909	.....	500.00	Plymouth (N. H.) Normal		
		II, III	Lucy S. Carter	1907	.....	475.00	Lowell Normal		
		I, II	{ Ina Smith	1908	1909	475.00	Salem Normal			
	{	Kindergarten	{ Eva E. Stone	1906	.....	475.00	Bridgewater Normal		
			{ Susan B. Thayer	1909	.....	450.00	Garland Kindergarten Tr. School		
			{ Clara A. Putnam	1895	.....	750.00	Symonds High School		
	{	Prin., VIII, IX	{ Isa L. Jackson	1908	1910	500.00	Farmington (Me.) Normal			
			{ Isabelle M. Towle	1910	.....	500.00	Farmington (Me.) Normal		
			{ Katherine T. Hannon	1906	.....	475.00	Lowell Normal		
	Bradlee	{	IV, V	{ Mary Flagg	1908	525.00	Framingham Normal		
Bradlee				{ Florence I. Abbott	1892	500.00	Salem Normal		
				{ Grace E. Brown	1907	425.00	Rhode Island Normal		
{		Kindergarten	{ Lucy A. Allen	1906	.....	500.00	New Britain (Conn.) Normal		
			{ Helen M. Battles	1886	.....	650.00	Punchard Free School		
			{ Emma L. Ward	1907	.....	450.00	§Oberlin College		
Richardson		{	Prin., I-III	{ Emily F. Carleton	1901	525.00	Johnson High School		
				{ Ethel F. Smith	1907	475.00	Boston Normal		
				{ Mary E. Brennan	1908	1909	400.00	Boston Normal		
		{	I-VIII	{ Annie A. Shirley	1909	500.00	Bridgewater Normal		
	{ Nynna F. Russell			1909	.....	450.00	§Plymouth (N. H.) Normal		
	West Centre			{ Susie A. Sweeney	Sub.	475.00	Framingham Normal		
	North	{	I-IV, VI, VIII	{ Marion D. Lowd	1909	450.00	Bridgewater Normal		
				{ Katherine D. Whitman	1904	1909	550.00	Mass. Normal Art		
				{ Grace A. Jenkins	1909	800.00	Mass. Normal Art		
		{	Drawing† 2½	{ Alfred C. Cobb	1908	1909	300.00	Waltham Manual Tr. School		
{ Charles W. Cole				1909	.....	500.00	New England Conservatory		
{ Bessie P. Goldsmith				1903	1909	450.00	Boston School of Domestic Sci.			
Bailey		{	Sewing and Cooking†3	{ Maude C. Kathan	1907	1909	300.00	Sargent School of Phys. Educat'n		
		{	Physical Training † 1							
	Osgood	{	Music † 2							
		{	Dr. and M. Tr.							
Bailey										
{		Manual Training † 1								
Osgood		{	Drawing† 2½							
	{	I-IV, VI, VIII								
	{	Sewing and Cooking†3								
	{	Physical Training † 1								

* One-half salary paid by town and one-half by Trustees of Punchard Free School.

† Salaries paid by Trustees of Punchard Free School.

‡ Figures indicate number of days per week.

§ Attended without graduating.

Grade \ Age		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	Above Normal Age	Av. Ages
K		34	9														43	Yr. Mo.	4—8
I		5	75	66	16	5	2										169	7	6—1
II			4	34	43	15	3	1	4	1							105	9	7—6
III				7	53	42	17	11	6	4							140	21	8—5
IV					4	30	37	21	8	6	1	1		1			109	17	9—9
V						15	49	39	22	11	10						146	21	10—5
VI							2	39	44	32	14	4					135	18	11—8
VII								4	28	41	21	9					103	9	12—7
VIII									7	29	35	13	4				88	4	13—2
IX									1	9	17	19	15				61		14—0
H.S.																			
1st yr.											10	22	9	5	6		53	6	14—9
2nd yr.												3	9	9	6		27		16—6
3rd yr.												2	3	7	7	1	20		16—6
4th yr.														5	5	5	15		17—6
Total		39	88	107	116	107	110	115	120	133	108	73	40	28	24	6	1214		112
Under Normal Grade						5	5	12	18	22	25	14	4	1	6		112		

EVENING SCHOOL

Term. Oct. 25, 1909-Jan. 21, 1910	34 sessions
Enrollment	
Males	68
Females	27 95
Average membership	64.9
Average attendance	51.1
Per cent of attendance	78.7

TEACHERS

William J. Wheatley, Prin.	Arithmetic and Spelling
Susie A. Sweeney	Language and Spelling
Gordon C. Cannon	Bookkeeping and Penmanship
Marion D. Saunders	Asst. in Bookkeeping and Penmanship

RECEIPTS

Smith & Dove Manufacturing Co.	\$50.00
Tyer Rubber Co.	50.00
Marland Mills	50.00
Mrs. W. F. Draper	31.75
	<hr/>
	\$181.75

EXPENDITURES

William J. Wheatley	68.00
Susie A. Sweeney	49.50
Gordon C. Cannon	27.50
Marion D. Saunders	17.00
Business Arithmetic	19.75
	<hr/>
	\$181.75

Not including expense of light, heat and supplies.

PUNCHARD SCHOOL

PRIZES

Prizes in various subjects were awarded as follows:

The Barnard prizes for excellence in English Composition and oral delivery: first prize of \$20, to Frank Leonard Smith, '09; second prize of \$12, to Ella Olga Onasch, '09; third prize of \$8, to Edith Lee Whitman, '09.

The Goldsmith prizes of \$5 each, offered by the Alumni Association for excellence in speaking: boys' prize to John Everett Collins, '13; girls' prize to Annie May Platt, '13.

The M. E. Gutterson Botanical prizes: first prize of \$5 and second prize of \$3 divided between Margaret Mary Barrett and Annie Smith Hackett.

The prizes for excellence in first year Latin: first prize of \$5 to Helen Katherine Hardy; second prize of \$3 to Ernest Walker McGraw.

The prize of \$10 for broad and helpful influence to Mira Bigelow Wilson, '09.

The medal of the Punchard Botanical Club to Louise Mae Greenwood, '12.

The income of the Draper Fund, amounting to \$40, to Edith Harriett Johnson, '09.

FIFTIETH ANNIVERSARY PROGRAM

Sunday, June 20, 10.30 A.M. Baccalaureate Sermon to the Graduating Class, at the Free Church, by the Reverend Frederick A. Wilson.

7.30 P.M. Anniversary Sermon at Christ Church by the Reverend William G. Poor.

Wednesday, June 23, 4.00 P.M. Class Day Exercises of the Senior Class, on the Punchard Lawn.

5.00 P.M. Anniversary Alumni Reception at Punchard Hall.

6.30 P.M. Anniversary Supper at Punchard Hall.

8.00 P.M. Speeches.

Thursday, June 24, 8.00 P.M. Graduating Exercises of the Senior Class at the Town Hall.

Friday, June 25, 8.00 P.M. Alumni Reception to the Graduating Class.

CLASS DAY PROGRAM

Wednesday, June 23

SOLDIERS' CHORUS FROM "FAUST," Gounod-Bruch

ADDRESS OF WELCOME

Floyd Winfred Eastman, President of the Class

HISTORY

Grace Adelaide Livingston

STATISTICS

Hannah Gertrude Geagan

POEM

Laura Belle Petty

CHORUS—"Tis Morn,"

Giebel

ADDRESS TO UNDERGRADUATES

Josephine Ryan Donovan

IVY PLANTING

Marian Frances Greenwood

PROPHECY

Mary Margaret Roger

CLASS SONG

ANNIVERSARY REUNION PROGRAM

Wednesday, June 23

5.00 Reception to Alumni and Friends.

6.30 Supper.

8.00 Speaking by

MR. CHARLES L. CURTIS,	Principal 1904—
MR. WILLIAM G. GOLDSMITH,	Principal 1851—1885
MR. GEORGE H. POOR, '59.	
REV. GEORGE H. GUTTERSON, '65.	
REV. WILLIAM G. POOR, '75.	
MISS MARY ALICE ABBOTT, '77.	
MR. FRANK O. BALDWIN,	Principal 1888—1902
REV. JOHN H. NOLAN, '99.	
MR. CLARENCE E. O'CONNELL, '07.	

Music by the Columbian Orchestra

PROGRAM OF GRADUATING EXERCISES

Thursday, June 24

MARCH

CHORUS—"Recessional," Schnecker-Kipling

PRAYER

The Reverend Frederic Palmer

*SALUTATORY

Mollie Patricia Donovan

AN EPITOME OF PUNCHARD HISTORY

Ella Olga Onasch

THE PUNCHARD ENSIGN

†Edith Harriet Johnson

PUNCHARD SPIRIT

Henry John Boland

SEXTETTE—"Hark the Lily Bells Are Ringing," Spence-Bengough
 Misses Petty, Wilson, Roger, Greenwood, Livingston, J. Donovan

PUNCHARD AS A FITTING SCHOOL FOR COLLEGE
AND FOR LIFE

†Mary Palmer Jenkins

THE VALUE OF SCHOOL ATHLETICS

Frank Leonard Smith

ANNIVERSARY ODE

Gertrude Beatrice Randall

CHORUS—"Song of the Armorer,"

Nevin-Hubbard

PRESENTATION OF CLASS GIFT

Floyd Winfred Eastman, President of the Class

AWARD OF PRIZES

ESSAY AND VALEDICTORY

†Mira Bigelow Wilson

CONFERRING OF DIPLOMAS

CLASS SONG

Class of 1909

Haydn

† Honorary appointment

* Written and delivered for Charlotte Emma Thomes

CLASS SONG

Tune—"Austria," Haydn

Four long years at last are ended,
Four long years, how short they seem
As we look back through the vista,
Asking, "Is it but a dream?"
"But a dream!" "Tis no delusion!"
One more day and we must part;
Flowers and thorns to intermingle
In their twining 'round each heart.

Punchard, still with thee we linger,
 Fondly to thy walls we cling;—
 And in lasting sweet affection
 Softly now thy praises sing.
 Smiles and tears have crossed our pathway,
 Joys and sorrows oft were met;

Many times in doubt we sought thee,
 And thy love we'll ne'er forget.
 One by one we turn Life's pages,
 There our names are written down;—
 In the battle we've enlisted,—
 Yonder stands the victor's crown.

Bright before us gleams our motto,
 We are sure of victory.
 For with "VINCIT QUI SE VINCIT,"
 A defeat can never be!
 Now to thee, dear Alma Mater,
 We would sadly say "good-bye;"
 As we enter this great combat
 For thy peace we fain would sigh.
 When the strife shall all be ended,
 And our strength in battle tried,
 May we then, the Homeland reaching,
 March victorious side by side.

Gertrude Beatrice Randall

CLASS ROLL

Henry John Boland
 Josephine Ryan Donovan
 Mollie Patricia Donovan
 Floyd Winfred Eastman
 Hannah Gertrude Geagan
 Marian Frances Greenwood
 Andrew Francis Hickey
 Mary Palmer Jenkins
 Edith Harriet Johnson
 Lewis Preston Lindsay

Ella Olga Onasch
 Ebba Sophia Peterson
 Laura Belle Petty
 Gertrude Beatrice Randall
 Mary Margaret Roger
 Frank Leonard Smith
 Ernestine Marie Soehrens
 Annabelle Aitkin Steed
 Charlotte Emma Thomes
 Grace Adelaide Livingston

Mira Bigelow Wilson

GRAMMAR SCHOOL GRADUATING EXERCISES

JUNE 24, 1909. 3.30P.M.

PIANO SOLO—"Polka de Concert," Homer N. Bartlett
Leslie Mander

CHORUS—"The Boat Race,"

PIANO SOLO—Allegro, Sonata No. 2. op. 2, Beethoven
Lucretia Lowe

ADDRESS TO GRADUATES

Rev. Frederic Palmer

PIANO SOLO—"Two Larks," Leschetvsky
Helen Higgins

CHORUS—"King of the Forest Am I," Arr. by G. A. Veazie

PRESENTATION OF CERTIFICATES

S. C. Hutchinson, Superintendent of Schools

GRAMMAR SCHOOL GRADUATES

STOWE SCHOOL

Winthrop Hotchkiss Allen, Clarence Auty, Charles William Bowman, Irene Claire Bricault, Anna Viola Bursley, James Sullivan Carpenter, Harold Stewart Cates, Arthur Whittier Cole, Florence Melissa Curtis, Mary Josephine Daley, Michael Joseph Daley, James Warren Feeney, Norman Gordon Fraser, Harold Emery Gates, John Gillespie, Elsie Grosvenor Gleason, Helen Beatrice Higgins, William Barnett Higgins, Gladys Augusta Hill, Emma Estelle Holt, Evangeline Booth Hume, Dorothy Jaquith, Marjorie Jaquith, Edith Sophia Keirstead, Lucretia Lowe, May Edith McKee, Genevieve Elizabeth McNally, Leslie Mander, Emma Mary Michilini, Mary Stevens Mitchell, Ludwig King Moorehead, Chester Edward Morse, Lewis Sherman Paine, Matilda Bessie Pérez, Mary Sophia Peters, Audrey Lucille Pike, Alice Ernestine Pitman, Annie May Platt, Lindsay Harold Ralph, Annie Lillian Reed, Edith Payton Sellars, Helen Saunders Smith, Lillian Mae Sutcliffe, Helen Frances Swanton, Ruth Tripp Temple, Catherine Alice Sweeney, Edith Lorna Wade, Maurice Ambrose Welch, Gordon Elliott Whitman.

BRADLEE SCHOOL

John Fellows Brown, Wesley James Clarke, Mary Ellen Louise Cronin, Edward Barton Davis, Izetta Fillebrown, Laura Northey Marland, Gavin Henry McGhie, Theresa Germaine Wheatley, Albert Henry Colbath.

WEST CENTRE SCHOOL

Thomas Edward Carter, Leon Dagdigian, Elizabeth Ella Doyle, Pauline Elizabeth Peterson.

BAILEY SCHOOL

Mabel Etta Monarch, Grace Louise Reilly, Frederick Charles Hardy.

OSGOOD SCHOOL

Ida Delia Bourdelais, Bertha Swan Livingston, Amy Maud Livingston, Willard Arthur Shaw.

TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1910

Andover, Mass.

THE ANDOVER PRESS, PRINTERS.

1911

SCHOOL COMMITTEE

COLVER J. STONE, <i>Chairman</i> , 1 Locke Street	Term expires 1911
GEORGE A. CHRISTIE, <i>Secretary</i> , 62 Elm Street	Term expires 1911
GRANVILLE K. CUTLER, West District	Term expires 1911
CHARLES W. CLARK, 23 Summer Street	Term expires 1912
ALBERT W. LOWE, 33 Summer Street	Term expires 1912
DANIEL H. POOR, Ballardvale	Term expires 1912
ARTHUR T. BOUTWELL, Shawsheen Road	Term expires, 1913
ALFRED E. STEARNS, 6 Chapel Avenue	Term expires, 1913
THOMAS E. RHODES, 64 Chestnut Street	Term expires, 1913

SUPERINTENDENT

SHERBURN C. HUTCHINSON,	50 Summer Street
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GENERAL COMMITTEES

Financial and Advisory

CHARLES W. CLARK

GRANVILLE K. CUTLER

COLVER J. STONE

Teachers

ARTHUR T. BOUTWELL

ALBERT W. LOWE,

ALFRED E. STEARNS

Books and Supplies

GEORGE A. CHRISTIE

DANIEL H. POOR

THOMAS E. RHODES

Cornell Scholarships, Phillips Academy

ALFRED E. STEARNS

ARTHUR T. BOUTWELL

COLVER J. STONE

Cornell Scholarships, Abbot Academy

CHARLES W. CLARK

ALBERT W. LOWE,

GRANVILLE K. CUTLER.

DISTRICT COMMITTEES

Punchard High School

CHARLES W. CLARK

ARTHUR T. BOUTWELL

COLVER J. STONE

Stowe, John Dove, and Samuel C. Jackson

ALBERT W. LOWE

GEORGE A. CHRISTIE

ALFRED E. STEARNS

Indian Ridge, Bradlee, and Richardson

ARTHUR T. BOUTWELL

DANIEL H. POOR

THOMAS E. RHODES

West Centre, North, Bailey, and Osgood

GRANVILLE K. CUTLER

ARTHUR T. BOUTWELL

CHARLES W. CLARK

LIST OF TEACHERS

Corrected to February 1, 1911

PUNCHARD SCHOOL

NAME	<i>Latin</i>	ADDRESS
Nathan C. Hamblin, Prin.		33 School Street
	<i>Science</i>	
Charles G. Willard		135 Main Street
	<i>Business</i>	
Edna G. Chapin		115 Main Street
	<i>History</i>	
Christine L. Lewis		26 Summer Street
	<i>Mathematics</i>	
Ruth R. Jennison		135 Main Street
	<i>English</i>	
Harriet A. Foss,		5 Morton Street
	<i>French and German</i>	
Louise M. Farnsworth		137 Main Street

STOWE SCHOOL

GRADE	NAME	ADDRESS
IX	Anna E. Chase, Prin.	5 Morton Street
VIII	Grace Hill	67 Bartlet Street
VII, VIII	Alice L. Prescott	50 Whittier Street
VII	Caroline J. Burtt	R. F. D. 1
VI	Carolyn A. Dean	114 Main Street
VI	May Farnham	61 Chestnut Street
JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS		
V	Annie M. Downes, Prin.	68 Whittier Street
IV	*Margaret C. Kimball	55 Bradford Street, Lawrence
III, IV	Elizabeth Ferguson	6 Summer Street
III	Katherine S. Pease	10 Wolcott Avenue
II	Jennie S. Abbott	Unland Road
II	Lucy Anne Allen	Arco Building
I	Adèle H. Duval	11 Maple Avenue
I	Florance M. Prevost	67 Bartlet Street
Kindergarten	Pearl M. Johnson	4 Chapman Court

INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, Prin.	8 Wolcott Avenue
V, VI	Eliza V. Coburn	56 Whittier Street
IV, V	Katherine E. Tracy	4 Chapman Court
II, III	Lena M. Clark	25 Central Street
I	Althea M. Hastings	8 Wolcott Avenue
Kindergarten	Pearl M. Johnson	4 Chapman Court

BRADLEE SCHOOL

VIII, IX	Clara A. Putnam, Prin.	Frye Village
VI, VII	Cynthia E. Flint	47 Whittier Street
IV, V	Katherine T. Hannon	105 No. Main Street
II, III	Ruby S. Copeland	Ballardvale
I	Florence I. Abbott	U-land Road

RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell Street
IV-VI	Emma L. Ward	Lowell Street

WEST CENTRE SCHOOL

V-IX	Emily F. Carleton, Prin.	R. F. D. 1
I-IV	Margaret S. Hoyt	25 Central Street

NORTH SCHOOL

I-VII, IX	Annie A. Shirley	R. F. D. 1
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BAILEY SCHOOL

I-IX	Bertha S. Weber	R. F. D. 1, Lowell, Mass.
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OSGOOD SCHOOL

I-V, VII, IX	Marion D. Lowd	R. F. D. 1
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* Substitute

SPECIAL TEACHERS

Music—Henry L. Stone,	79 Oxford St., Cambridge, Mass.
Drawing and Manual Training—Grace A. Jenkins,	54 Chestnut St.

SCHOOL PHYSICIAN

W. D. Walker, M. D.,	121 Main Street
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TRUANT OFFICER

James Napier,	91 Elm Street
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JANITORS

Punchard, Stowe, and John Dove Schools,

Herbert L. White, Reservation Road

Indian Ridge School,

James A. Eaton, 19 Cuba St.

Bradlee School,

Herbert Clark, Ballardvale

West Centre School,

Charles Hardy, R. F. D. 1

Richardson School,

William McEwan, 35 Poor St.

North School,

John J. Crowley, R. F. D. 1

Bailey School,

George Cobb, R. F. D. 1, Lowell, Mass.

Osgood School,

Caroline Spickler, R. F. D. 1

COMMITTEE MEETINGS

The first Tuesday of each month, except July and August,
at 7.30 P.M., in the School Committee Rooms, Town Hall.

SUPERINTENDENT'S OFFICE HOURS

8—8.30 A.M.; 4—5 P.M., on school days.

7—7.30 P.M. Tuesdays

NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon.

SCHOOL BOARD'S REPORT

To the Inhabitants of Andover:—

The School Committee herewith submits its financial statement and the report of the Superintendent of Schools together with the usual accompanying reports and statistics.

The financial statement indicates the various items of expenditure and, under Schoolhouses, the various repairs that have been made. It will be noted that the most extensive repairs have been made at the West Centre school. The building is now well equipped with modern heating, ventilating and sanitary appliances. This is in accord with the general policy of the School Committee to bring all of the school buildings into good sanitary condition and keep them so. Other buildings need attention, notably the John Dove. The plaster is in danger of falling, the floors are badly worn and difficult to keep clean, paint is needed inside and outside, and, in short, a general overhauling is desirable. It is the recommendation of the Committee that provision be made for special repairs upon this building.

Several other buildings need painting and decorating. The Punchard, Indian Ridge, and Bradlee buildings are hardly a credit to the town from an inside point of view. These do not require such extensive improvements as the John Dove building, but their need is urgent. At least one building should be thoroughly repaired each year, until the school property is in good condition.

FINANCIAL STATEMENT

For the year ending January 10, 1911.

SCHOOLS

	Receipts	Expenditures
Appropriation	\$32,500	
Tuition	238 74	
Tickets	149 46	
Miscellaneous	4 01	
Teachers and supervisors		\$24,155 34

Janitors		2,274 84
Transportation		2,024 19
Fuel		2,239 21
School Physician		190 00
Carriage		115 80
Light		106 53
Printing		184 66
Tuition		177 50
Miscellaneous		839 53
		<hr/>
	\$32,892 21	\$32,307 60
Balance unexpended		584 61
		<hr/>
	\$32,892 21	\$32,892 21

SCHOOLHOUSES

Appropriation	\$4,200 00
Miscellaneous receipts	2 80

PUNCHARD

Miscellaneous repairs	\$ 80 57
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STOWE

Adjustable curtains	\$ 60 03	
Drinking fountains	23 87	
Furniture	38 80	
Miscellaneous repairs	137 18	239 88

JOHN DOVE

Furniture	33 55	
Drinking fountains	23 40	
Electric gong	18 05	
Miscellaneous repairs	124 37	199 37

SAMUEL C. JACKSON

Furniture	66 10	
Miscellaneous repairs	131 85	197 95

INDIAN RIDGE

Adjustable curtains	31 61	
Electric bell system	35 50	
Drinking fountains	10 71	
Miscellaneous repairs	132 22	210 04

BRADLEE

Adjustable curtains	49 80	
Electric bell system	34 45	
Furniture	36 75	
Drinking fountain	7 20	
Miscellaneous repairs	68 90	197 10

RICHARDSON

Electric light	22 17	
Outside painting	66 05	
Miscellaneous repairs	169 75	257 97

WEST CENTRE

Adjustable curtains	37 50	
Slate blackboards	134 00	
Furniture	131 60	
Heating, ventilation and sanitation	2,250 39	

Miscellaneous repairs	5 91	2,559 40
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NORTH

Miscellaneous repairs		6 83
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BAILEY

Miscellaneous repairs		41 00
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OSGOOD

Miscellaneous repairs		15 18
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General miscellaneous expenditure		32 40
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\$4,202 80

Balance unexpended

\$4,007 69

195 11

\$4,202 80

\$4,202 80

BOOKS AND SUPPLIES

Appropriation	\$2,500	
Miscellaneous receipts	29 10	

Books		\$1,039 03
Supplies		1,133 30

Maps and dictionaries		261 45
Freight and express		85 46
	<hr/>	<hr/>
	\$2,529 10	\$2,519 24
Balance unexpended		9 86
	<hr/>	<hr/>
	\$2,529 10	\$2,529 10

EVENING SCHOOL

Appropriation	\$200 00	
Teachers		\$85 50
Balance		114 50
	<hr/>	<hr/>
	\$200 00	\$200 00

The School Committee recommends the following appropriations:—

For Schools	\$34,000
For Schoolhouses	6,000
For Books and Supplies	2,500

Four thousand dollars of the amount under Schoolhouses are recommended for special repairs on the John Dove building.

Respectfully submitted,

COLVER J. STONE,
Chairman.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of the Town of Andover:

GENTLEMEN: In accordance with the "Regulations of the Public Schools," I have prepared "an annual report of the condition of the schools for the year preceding, together with such suggestions and statistics as may be deemed worthy of consideration." It is the twenty-first in the series of numbered reports by the Superintendent of Schools and the third that I have had the honor to present.

ITEMS OF INTEREST

The Andover Public School Teachers' Association was organized February 14, 1910. Three meetings have been held of a social or semi-social nature. At one of these meetings Mr. H. Winthrop Peirce gave a lecture on "The Evolution of Costume."

The annual historical trip of the ninth grade occurred on May 13, 1910. The principal places visited were the Boston Public Library, Boston Common, State House, King's Chapel, Old State House, Faneuil Hall, Quincy Market, House of Paul Revere, Copp's Hill Burying Ground, Navy Yard, and Bunker Hill Monument.

Regular grade teachers' meetings are held at intervals of about six weeks, with an occasional general meeting. On March 25, 1910, Miss Ada Van Stone Harris, Assistant Superintendent of Schools, Rochester, N. Y., addressed the teachers on the "Teaching of English in the Elementary Grades." Visiting teachers were present from adjoining towns and cities.

The annual distribution of flower and vegetable seeds was provided for by the Andover Village Improvement Society; 5135 packages were distributed to 545 children. Gladiolus bulbs to the number of 1331 were included in the distribution to 195 children.

The services of Miss Florence I. Abbott as supervisor of home gardens were provided for by appropriations from the Andover Village Improvement Society and from the Draper Fund by the School Committee. Her report is appended.

The course of study is receiving constant attention. The outlines in History are under revision. Especial effort is being made to strengthen the work in Arithmetic. It has been decided to examine the various text-books of recent publication in this subject with a view to making a change as the old books become worn out, if a more satisfactory text can be found. At the same time the course of study will be revised with a view to the elimination of non-essentials and the placing of emphasis on the fundamental processes and business arithmetic.

EVENING SCHOOL

The evening school has not been a success in point of attendance. The best teachers available were procured, provision was made for special individual instruction, and good courses in Arithmetic, Languages, Penmanship, Bookkeeping, and Civics were provided, but they failed to be permanently attractive to boys and girls who preferred to spend their evenings on the street or engage in various forms of recreation and amusement.

The continuance of the evening school does not seem to be advisable under present conditions. A school of an industrial type would probably be an attraction, but since the Andover Guild affords classes of this nature and the Lawrence Evening Industrial School is easily accessible, it does not appear to be desirable to provide a school of this kind.

LAWRENCE INDUSTRIAL SCHOOL

It will be interesting to note that there are seven pupils attending the Lawrence Industrial School from this town, three in the evening school at a tuition of twenty-five dollars per year, and four in the day school at one hundred dollars per year.

Section 4 of the Acts of 1908, Chap. 572, provides: Any resident of Massachusetts may, with the approval of the commission on industrial education, attend an independent industrial school, as provided for in this act, located in any city or town

other than that in which he resides, provided there is no such school supported in whole or in part by the city or town in which he resides, upon payment by the city or town of his residence of such tuition fee as may be fixed by said commission; and the commonwealth shall repay to any city or town one half of all such payments. If any city or town neglects or refuses to pay for such tuition, it shall be liable therefor, in an action of contract, to the legally constituted authorities of the school which the pupil attended under the approval of said commission.

It may not be out of place to quote from a circular of the Lawrence Industrial School which indicates the character and aim of this new type of education.

"The school is free to boys and girls fourteen years old or above who have completed the first six grades of the grammar school. The course is three years, and is devoted to the following courses: Mechanic Arts and Textile Arts for boys, and Domestic Arts for girls. A diploma will be awarded to pupils who have passed the work satisfactorily.

"The mechanic arts course will open the avenues to all the occupations of the wood and metal trades in addition to an excellent academic training.

"The textile arts course will open the avenues to all the occupations of the textile industries in addition to an excellent academic training.

"The domestic arts course will give a girl a good academic training, and in addition a practical education in both business and domestic life.

"The aim of the Industrial School is to give a training in those things which are fundamentals lying at the bottom of the great number of occupations related to industrial work, in other words to open the avenues and opportunities to the great industries, just as the present High School gives a training in the literary branches—preparing for college. It is for the child who wants to do things, who wants to see and know the use of things, who is of the the practical rather than academic mind."

HOME READING

An experimental attempt was made to encourage home

reading during the summer vacation of 1910. A carefully prepared list of ten books for each of grades IV—IX was provided through the co-operation of the teachers and the Librarian of the Memorial Hall Library. The list of books is printed in the Appendix. This list will be enlarged, and the plan will be followed up during the school year. The number of books read was as follows:

	Read	Liked	Disliked
IV	215	172	43
V	108	98	10
VI	198	137	61
VII	109	71	38
VIII	58	34	24
IX	53	35	18
	<hr/>	<hr/>	<hr/>
Totals	741	547	194

SPELLING CONTEST

The first contest for the Varnum Lincoln spelling prizes took place in the Town Hall, March 31, 1910. The interest was increased by the doubling of the prize money through the generosity of Mr. Alfred V. Lincoln. One hundred and forty-nine children participated. A careful list of over eight hundred words was prepared. Six hundred and ninety-four were used, and sixty-eight different words were missed. The prizes and winners are given in another part of this report. The following quotation from "The Andover Townsman" may also serve as a matter of record:

"The first annual contest in spelling for the Varnum Lincoln prizes took place last night in the town hall before a large and enthusiastic audience. Seldom does such a large crowd of people gather in an Andover hall. By 7.15 the seating capacity was well filled, and by the time the contest opened even the standing room was taxed to the utmost.

Over 150 children were entered in the 'match' and the task of arranging and carrying out a plan by which the contestants could spell by sides and still be heard and seen by the audience, was by no means an easy one, but those in charge accomplished

it fairly well. The pupils, who ranged from ten to eighteen years, formed in two lines and then slowly marched towards the platform, where all the spelling was done. After spelling, the child passed out through the wing to the end of the line. If he failed to spell correctly, he took a seat at the rear of the hall.

Principal Alfred E. Stearns of Phillips Academy gave out the words, using a list which had been previously prepared. At first the words were easy and commonly used ones. Later they grew longer and harder.

According to the rules governing the contest, a word could not be repeated, unless on decision of an umpire. It could be spelled completely through but once. The spellers were allowed, however, to make corrections, if they had not finished the word. If the conductor or umpire failed to understand the spelling, it could be repeated exactly the same as before. Webster's Dictionary was taken as the standard."

AN INQUIRY

The following circular and the accompanying data are sufficiently self-explanatory. There were 376 answers, representing 743 children under fourteen years of age.

ANDOVER PUBLIC SCHOOLS

ANDOVER, MASSACHUSETTS

May 31, 1910

To the Parents and Citizens of Andover:—

There has been a desire on the part of the School Committee and Superintendent of Schools for some time to ascertain the sentiment of the town upon certain matters relating to public education. To this end the following questions are sent out. They are addressed primarily to parents, but answers and opinions are desired from all who may be sufficiently interested to respond. The answers will be carefully considered, and the results of the inquiry will be tabulated and published. Individual opinions will be considered as *strictly confidential*.

COLVER J. STONE,

Chairman of School Committee.

GEORGE A. CHRISTIE,

Secretary of School Committee.

S. C. HUTCHINSON, Superintendent of Schools.

QUESTIONS

	Yes	No	No Ans.
1. How many children in the family under 14 years of age?			
2. Do you favor the kindergarten? If you do, at what age, 4 or 5?	255 160(4)	102 98(5)	19 118
3. Should sewing be taught in the public schools: To girls? To boys?	272 73	91 208	13 95
4. Should cooking be taught in the public schools: To girls? To boys?	209 76 272	136 272 76	31 28 28
5. Should manual training be taught in the public schools?			
6. Would you approve of these courses in the Punchard School: Manual training? Domestic science and household arts?	237 201	78 114	61 61
7. Do you favor the employment of a special director of physical training?	207	132	37
8. Would you favor a one-session school day for pupils from 5 to 7 years of age?	178	160	38
9. Would you favor an eight-year course of study in the elementary schools instead of a nine-year course as at present? If so, between what ages, 5 to 13 or 6 to 14?	203 82	123 142	50 152
10. Do you approve of the encouragement of home gardening in the public schools?	[5 to 13] 298	[6 to 14] 63	15
11. Would you favor the introduction of some system of savings, e. g., stamp savings, teaching of thrift in the public schools opening of bank accounts, etc.?	265	66	45
12. Would you favor the following school calendar—fourteen weeks term, one week vacation; eight weeks term, one week vacation; eight weeks term, one week vacation, eight weeks term?	223	84	69
13. Do you approve of vacation schools for industrial work and recreation supported by the public funds?	200	136	40

The replies of the parents under questions three and four whose children have been taught cooking and sewing in the public schools were:

	Ans.	Yes	No	Indef.
Sewing—To girls	192	140	44	8
“ To boys	192	44	124	24
Cooking—To girls	67	40	27	
“ To boys	67	6	57	4

BOOKS AND SUPPLIES

The schools have been well provided for during the past year and the general efficiency of the equipment has been improved. The extra amount allowed for special purposes was expended for maps and dictionaries to the amount of \$261.45. This supplied about half the need in this respect. I recommend

that about the same amount be expended this year; first, for a reference encyclopedia to be used in the Punchard School; second, for further equipment in maps and dictionaries.

A new text-book in Civics and a new Grammar have been procured for the ninth grade. The introduction of the new books in History and English has been completed. The text-books in Geography and Music are old editions. Revised editions are now available and should be purchased as new books are required. The present greatest need is for supplementary material in Reading, History, and Geography.

PENMANSHIP

The special emphasis of last year is continued in the teaching of penmanship. Marked improvement has resulted. The position and letter-formation are much better than they were a year ago, and there is greater freedom of movement. While the application of the free movement is not yet all that it ought to be, and the writing has not yet acquired the form and character most to be desired, yet there is every reason to believe that we are on the right road to permanent improvement.

Teachers are handicapped by the lack of supervision in the teaching of penmanship. It is quite a task for them to learn and apply the present approved methods, but our teachers have responded well to the limited amount of expert supervision available. We need a regular supervisor of penmanship in order to secure constantly and progressively the highest degree of efficiency. The frequent changes of teachers emphasizes this need, because it increases the difficulty in securing logical, progressive teaching from grade to grade. An expert supervisor who could give constant attention to the needs of any teacher or grade would insure regular and definite progress. I suggest this need for your consideration.

CHANGES OF TEACHERS

It has been customary to refer to the usual number of changes in the teaching force, but this year it is necessary to refer to the *unusual* number of such changes. Between February 1st, 1910, and January 31st, 1911, there have been eighteen

changes or forty-four per cent of the entire teaching force. Nine resigned to accept better positions, two to be married, one to travel abroad, one to pursue further study, four for other reasons, and one has leave of absence. With seven teachers in the Punchard School, there have been six resignations.

Of those who have left us, two had taught in Andover for so long a period of time, had become such an integral part of the community, and had exerted such a strong influence for good upon the pupils of the Punchard School, that recognition of their meritorious service must be made.

Principal Charles L. Curtis who was called to take charge of the Milton (Mass.) High School had taught in Andover for six years. His administration maintained an excellent spirit among the school membership, and a delightful harmony among the teachers. His teaching was thorough and progressive. He was the first president of the Teachers' Association.

Miss Mary E. Höhn Dern who resigned to travel abroad and who now holds a position in the Willard School for Girls in Berlin, Germany, has had charge of the department of mathematics for the past four years. Prior to about the year 1900 she taught in that department for a period of several years. She was conspicuous for her zeal in the work, and for her interest in the welfare of the pupils as individuals.

Miss Jennie S. Abbott, who retires from the teaching force at the end of the present term, is entitled to special mention and appreciation for her long and faithful service.

While we regret the loss of superior teachers, it is a pleasure to be able to state that the more or less injurious consequences of so many changes have been minimized by the superior worth and ability of the teachers who have been secured to fill the vacancies. Two of these have already received calls to higher positions. One has accepted and received honorable release. The other, at great personal sacrifice, has decided to remain in Andover. Such loyalty is highly appreciated, though never exacted.

THRIFT AND ETHICS

Section 1 of chapter 42 of the Revised Laws of Massachusetts, as amended by chapter 524 of the Acts and Resolves of 1910, reads as follows:

"Civil government, ethics, thrift, and such subjects as the School Committee may consider expedient, may be taught in the public schools."

Civil government is already taught in the public schools. Greater emphasis will be put upon instruction in citizenship hereafter.

Moral instruction is given constantly, but incidentally. I believe its importance demands that some specific time be given to the teaching of ethics, especially to allow for the use of definite material that is now available for such instruction.

Thrift is the new subject introduced by the amendment of 1910. The recommendation of the Old Age Pension Commission states:

"In order to promote independent individual saving and strengthen voluntary thrift agencies, we recommend that 'thrift' be included among the subjects of compulsory instruction in the public schools of this Commonwealth. Whatever solution of the problem of old age pensions may ultimately be settled upon, it is certainly most desirable to take every practical measure to encourage habits of saving throughout the population. The teaching of 'thrift' in the schools should deal with the individual and social ethics of teaching in general, and should also illustrate the principles of insurance and investment in particular. The arithmetic of saving could be taught effectively by using mathematical examples in the school texts, which should bring out clearly the methods of saving and investing money. This recommendation is not a theoretical one, for the subject of 'thrift' has been taught effectively in the public schools of European countries, notably in France and Germany."

I recommend the teaching of thrift and the adoption of some practical form of encouraging the habit of saving among the children of the public schools. The work of the Andover Guild has been admirable in this respect, so far as it has been able to reach the children. The schools can reach them all.

HEALTH, HYGIENE, AND SANITATION

Some progress has been made in improving general school conditions. The heating, ventilating, and sanitary improvements at the West Centre School are very satisfactory. Drinking fountains have been installed or individual cups provided. The buildings have been more thoroughly cleaned from basement to attic.

There is still opportunity for improvement. Several of the school buildings are dingy and dirty inside beyond the power of soap and water to remedy. They are scarcely conducive to that high degree of sanitation and general welfare that I am sure the citizens of Andover desire for their children.

The unsanitary drinking cup having been abolished, the next move in order is to discard the common towel and soap. I recommend that this be done not later than the beginning of the next school year.

While sanitary conditions are improving, the physical welfare of the individual child is not neglected. The tests for sight and hearing are carefully given and the school physician is constantly observant of all cases that require attention.

The district nurse co-operates with the school physician and the teachers to some extent, so that the children in the public schools are benefited considerably by her ministrations.

The law now requires that each child must have a certificate of health before an age and schooling certificate can be issued permitting the child to work in a factory.

We have now been two years without a physical training supervisor. If physical exercises in the schools are beneficial and desirable, it would seem to be wise to have the services of a skilled instructor. We have been using the outlines prepared by a former supervisor and these are still available, but the teaching force has largely changed, and the new teachers are unfamiliar with the method.

The supervision of plays and games is an important phase of school activity. We have large playgrounds and they might be used to much better advantage under the direction of an expert. The gymnasium of the Andover Guild has been open

to pupils of the public schools as individuals, with the services of an instructor at a nominal fee. Several successful classes have been formed. It is an excellent opportunity for gymnasium work, especially during the winter months. It does not, however, meet the need for general supervision and direction of health-producing activities. I believe that the physical welfare of all school children should be under the direct supervision of a school physician and a physical director, supplemented by the occasional services of a school nurse or home visitor.

A serious health problem is the question of dental hygiene. Andover has the credit of being the pioneer in this field of child welfare. It is rather curious that a movement should start here and die out and yet spread all over the country. The problem is still ours and it merits early consideration.

Reference above to plays, games, and playgrounds calls attention to the fact that the needs of playgrounds will confront the town in the immediate future. In fact, it does already. Playground apparatus is a necessity. Many children do not get the exercise from the playground that they need. Suitable apparatus under suitable supervision would largely obviate this difficulty. We are very fortunate in having so much room out-of-doors. We should use it. I believe that as far as possible all physical exercises should be taken in the open air. Indoor exercises need skilled direction, but my chief reason for recommending the services of a physical director is to provide for the encouragement and direction of outdoor activities.

SCHOOL EFFICIENCY

Under the head of "Some Conditions and Some Problems" last year I considered attendance, promotion, leaving school, etc. I wish to present some facts bearing upon these problems in a somewhat graphic form with explanatory observations.

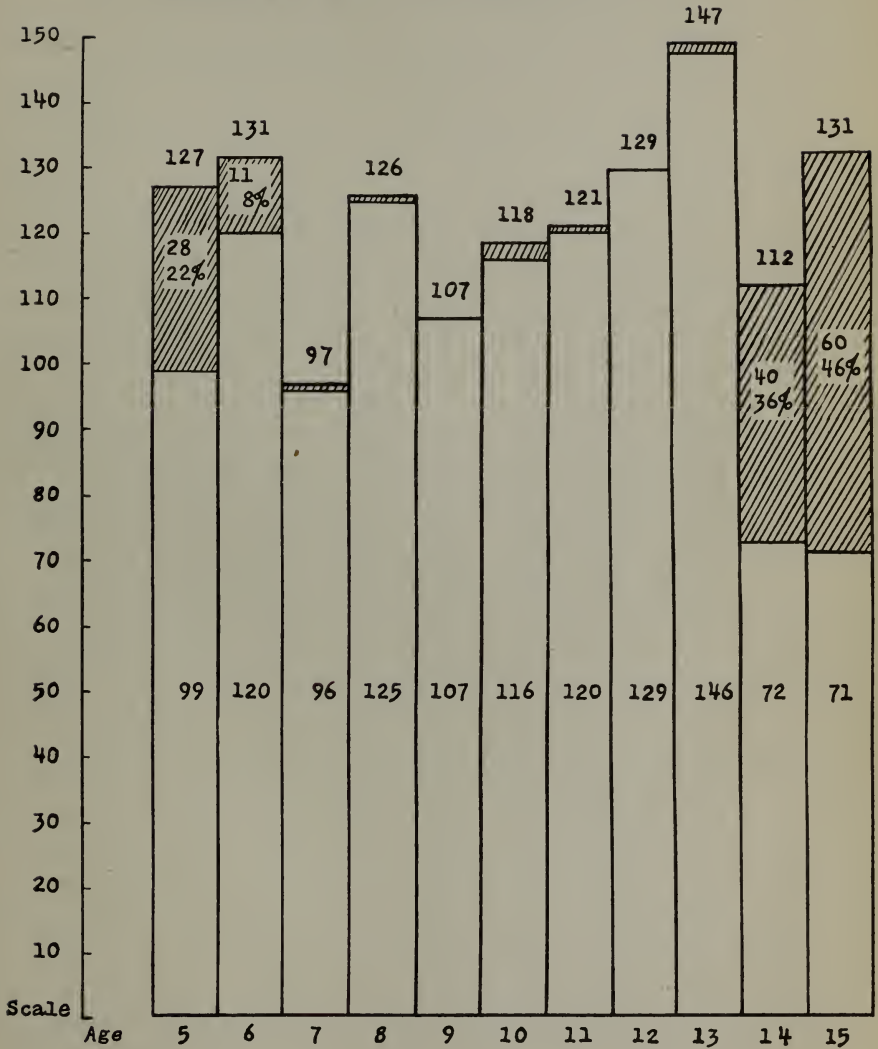
THE SCHOOL CENSUS

From Diagram No. 1 the following information may be obtained concerning the children of ages 5 to 15 years:

1. The number of children of each age.
2. The number of children in school.
3. The number of children not in school.
 - a. Children at home of ages 5 and 6.
 - b. Children at work (for the most part) of ages 14 and 15.
4. How well the compulsory school law is observed, ages 7 to 13, inclusive.

DIAGRAM I

1. Children to be educated.
2. Children who are being educated.



1. The height of each column represents the number of children in town of the age indicated.

2. The unshaded portion represents the number of children in school; the shaded portion represents the number of children at home or at work.

From the school census of September 1, 1910. For totals see statistics, page 54.

Table I reveals the following facts for October 1, 1910.

1. The number of pupils of each age in each grade.
2. The total number of pupils in each grade.
3. The total number of pupils of each age in the grades.
4. The number of pupils above normal age in each grade and the total.
5. The per cent of pupils above normal age in each grade and the average.

The heavy broken line running diagonally through the table divides each grade into two groups, leaving the children of normal age (and below) above, and indicating below the children who are above normal age, *i. e.*, children who are old for their grade or, in other words, who are backward children.

This table is based on the normal age for grade I as six to eight years, of grade II as seven to nine years, and so on, for purposes of comparison. It appears that the number of pupils who are backward according to this age standard is 94 or 8.8 per cent. The average in cities is about 33 per cent. This good showing is somewhat vitiated by the fact that our normal age is really lower than the standard. Admission at the age of five brings the normal age nearer five to seven than six to eight years for grade I. If the heavy line were drawn one year earlier in each grade, it would reveal a much larger percentage of backward children, 25 per cent in fact.

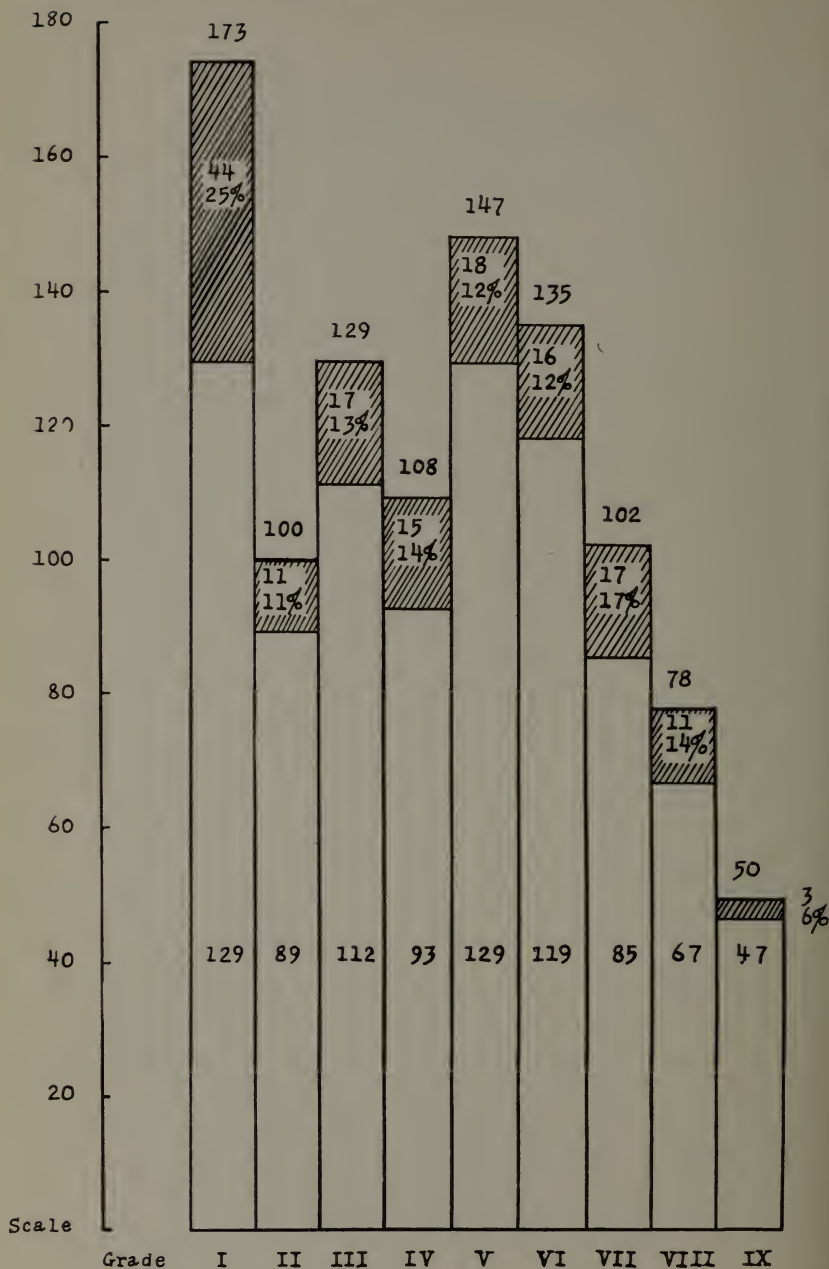
It is to be noticed that the per cents vary, beginning with a minimum of 4.1 per cent in grade I, attaining a maximum of 21.1 per cent in grade V, and decreasing to 4.8 per cent in grade VIII with none above normal age in grade IX. In other words, the children get a good start in the primary grades while under normal age (notwithstanding the fact that there are many repeaters as will be shown later) but fail to maintain it and fall behind in their progress through the grades. It might appear that this loss was recovered in grades VI to IX, but as a matter of fact here is where the average pupils suffer a serious loss. Being over-age and below grade they leave school and go to work. It may be noticed that there are few above normal age who are over thirteen years old. Diagram I indicates what becomes of over-age pupils as soon as they are fourteen years old.

TABLE I
GRADE AND AGE DISTRIBUTION

OCTOBER 1, 1910

Age Sept. 1, 1910	GRADES									Totals
	I	II	III	IV	V	VI	VII	VIII	IX	
4	7									7
5	90	2								92
6	56	51	5							112
7	10	52	29	5						96
8	3	19	39	52	4					117
9	2	7	19	31	29	16				104
10	1	3	6	23	33	52	3			121
11	1	1	3	8	20	41	35	5	1	115
12			1	3	15	22	43	27	8	119
13			1	6	8	14	40	36	30	135
14						3	4	12	21	40
15								4	7	11
Totals	170	135	103	128	109	148	125	84	67	1069
Above normal age	7	11	11	17	23	17	4	4		94
% above normal age	4.1	8.1	10.7	13.3	21.1	11.5	3.2	4.8		8.8

DIAGRAM II
PROMOTIONS, JUNE, 1910



The columns represent the number of pupils promoted or assigned from the several grades as indicated. The shaded portions indicate the number of pupils who were not promoted, i. e., who are repeating these grades this year.

Diagram II shows the condition of the schools for the past year in respect to progress through the grades. General conclusions can scarcely be drawn from this study with accuracy, but certain specific facts are apparent:

1. Pupils fail most in grade I.
2. There is a decided falling off in the membership of grades VIII to IX.

The average rate of non-promotions in the grades is 14.9 per cent. In 1908-9 it was 13.6 per cent. The actual number of repeaters last year was 125; this year it is 125. Of pupils not promoted, but assigned to the next grade, last year there were 17; this year there are 27. It will be noted that the rate of failure in grade I is 25 per cent. The average for grade I as computed for sixteen cities is 27 per cent; for all grades 16 per cent. Comparatively speaking our record is good, but it is very evident that special effort is necessary to improve conditions.

It may be remarked here that an extra teacher has been giving individual instruction in the Stowe School with considerable success. Some pupils who were promoted on condition have been enabled to remain in their grade because of this special attention to their needs, and it is quite certain that others will secure promotion in June because of this plan of assistance. The value of such results can scarcely be over-estimated. It saves time for the pupil, avoids serious discouragement, and sometimes consequent leaving school; for the school it reduces the number of pupils in grades below, improves the scholarship standard, and, if fully carried out throughout the school system, would materially reduce the cost of schooling so many repeaters.

In the last report it was stated that the index of efficiency of the school system based upon the completion of the final elementary grade was 71.6. Reckoned on the same basis this year, it is 77.4. Conclusions from these figures will be more or less unreliable until data are collected for a series of years. Apparently more pupils are continuing in the upper grade. The

facts indicate that conditions are slightly improved. The number of age and schooling certificates issued has been 61 as against 77 in 1908-9. Of these 42 were issued to children fourteen years of age who, for the most part, had not completed the ninth grade.

TABLE II

DISTRIBUTIVE RECORD OF ATTENDANCE, 1909-1910

Showing the number of pupils attending for different number of days in the elementary schools only.

Days		
180 to 186	9	
170 to 180	302	
160 to 170	256	Attended more than three-fourths of the time.
150 to 160	153	
140 to 150	101	
		821
130 to 140	59	
120 to 130	41	Attended less than three-fourths but more than one-half of the time.
110 to 120	23	
100 to 110	26	
90 to 100	11	160
Less than 90	80	Attended less than one-half of the time.

KINDERGARTEN

140 to 186	14	
90 to 140	26	More than half the pupils attended less than half of the time.
Less than 90	42	

Table II gives the attendance record in a more illuminating way than is possible by the usual per cent method. It appears that 240 grade pupils attended school less than three-fourths of the time, while 80 of these attended less than one-half of the time. It also appears that of the 82 children registered in the kindergarten more than half attended less than half of the time.

Over 7 per cent of the grade pupils were absent more than one-half of the time and 15 per cent were absent more than one-fourth of the time. It has already been noted that about 15 per cent of the pupils were not promoted and it might have been added that 11 per cent were promoted conditionally, and that 10 per cent were more or less deficient in certain studies. Parents should understand that these conditions of non-attendance and promotion bear a very close relation to each other.

The average attendance for the school year 1909-1910, ending in June, was the lowest it has been for a period of ten years or more, notwithstanding the fact that considerable effort was made to keep it up at least to a normal average. Much of the poor attendance was due to sickness, but quite a large part was due to absences without excuse. Nearly 4000 unexcused absences were reported during the year. There is also need of great improvement in the matter of punctuality. Over 3800 tardinesses were recorded during the year. Tables showing the rank of the schools in attendance and punctuality appear in the Appendix.

Very special effort will be made to improve the record for the present school year, and the co-operation of parents is earnestly requested. Absence is sometimes unavoidable, but tardiness might be almost entirely eliminated. Unpunctuality is not tolerated in business and it ought not to be allowed in school. It is, however, extremely difficult to persuade all pupils to be punctual.

An incentive to good attendance and punctuality went into effect during the third school month, beginning November 7th. Every pupil who has been perfect in both attendance and punctuality (and with no dismissals) for the entire school month will be excused one hour earlier from the last session of the month. If an entire school should have a perfect record, the pupils will be given the last session for a half holiday. This plan has been tried successfully. The time lost is much more than offset by the time saved in better attendance and punctuality.

OBSERVATIONS

From this study of general conditions the following observations may be made:

1. Too many pupils fail of promotion, especially in grade I.
2. Too many pupils are promoted on condition or as more or less deficient.
3. Too many pupils are above normal age in certain grades.
4. Too many pupils leave school without completing the elementary grades.
5. Interest in the kindergarten is diminishing as indicated by low membership and attendance.
6. The attendance data indicate the lack of a sense of responsibility and obligation on the part of some parents to keep their children in school.

The general trend in educational progress may be indicated, in part, as follows:

1. Elimination of non-essentials.
2. Shortening of the elementary course.
3. Raising the age of admission.
4. Attention to the needs of the individual.
5. Education for efficiency.
6. Emphasis on vocational education.
7. Emphasis on hygiene and health.
8. Emphasis on moral training and citizenship.

The watchword of school administration should be *education for efficiency* with the emphasis on *quality rather than quantity*.

The aim of the public school should be:

1. To provide a complete general education.
2. To prepare for further education,—college, technical, or industrial.
3. To provide those who leave school at any time with the best possible education up to that time.

In keeping with these ideas and having in view certain conditions already referred to, I desire to propose certain modifications of the school system which have been considered for a long time and which appear to be essential to the highest degree of service to the community.

SUGGESTED CHANGES

I. The age of admission to Grade I to be six years instead of five years.

Reasons:

1. The children are more mature at six years of age and can do more and better work.
2. There would be less repeating of grade I.
3. It would be better for the children physically.
4. Children who enter at six years of age complete the course at the same age as those who enter at five.

Reports show that "whether the age of admission be five, five and one-half, or six years the age of graduation from the elementary course is practically the same; that pupils who enter at five years take from nine to ten years to complete the elementary course; and that those who enter at six years take from eight and one-half to nine years to finish the course, i. e., *pupils who enter at five years take from one-half a year to a year longer to get through the elementary schools than those who enter at six years.* There appears, therefore, a waste of time, energy and money in admitting pupils to elementary school work at five years of age."

5. It is the general practice throughout the United States. (Only partially so in Massachusetts.)

6. Parents reporting favor by 142 to 82.

7. Local practice and conditions. Data:

- a. In October, 1909, of 164 pupils in grade I, 79 were five years old and 58 were six years old.
- b. Similarly, in October, 1910, of 170 pupils in grade I, 90 were five years old and 56 were six years old. (See Table I, page 25.)
- c. Of the pupils who entered school for the first time in September, 1909, 87 were five years old and 39 were six years old.
- d. The census of 1909 showed that 29 out of 128 children five years old were not in school; of 1910, 28 out of 127. (See Diagram I, page 23.)

- e. There were 24 pupils who entered grade I at five years and repeated that grade in 1909-10.
- f. Of 102 pupils promoted without condition from grade I in June, 1910, 43 were five years old and 42 were six years old at entering.
- g. Of 40 pupils in grade I, June, 1910, who were assigned to repeat the same grade this year, 23 were five years old and 7 were six years old at entering. (6 were four years old and 4 were seven or above.)

From these data it is evident that from one-fourth to one-third of the parents do not send their children to school until they are six years old; that a larger proportion of the six-year-old children are promoted; and that a smaller proportion of the six-year-old children have to repeat grade I.

II. The age of admission to the Kindergarten to be five years instead of four years.

Reasons: 1. The present kindergarten for children four years of age is not sufficiently sustained in point of attendance to warrant its continuance.

- 2. Provision should be made for the children whose parents desire them to be in school at the age of five years, if the age of admission to grade I is raised to six years.
- 3. A suitable kindergarten and sub-primary course is a good preparatory training for grade I.

III. A one-session plan for Grade I.

A suggested plan is to have all pupils come in the forenoon; all who need special individual attention to come in the afternoon.

Reasons: 1. This plan would give opportunity to bring backward pupils up to grade and save repeating.

- 2. It would be better for the children physically.
- 3. Pupils who do attend only one session keep up with those who attend both sessions.
- 4. Parents reporting favor one session 178 to 160.
- 5. To some extent this plan would accommodate both those who prefer to send their children to one session and those who prefer to send them to two sessions.

IV. To have Eight Grades in the Elementary Schools.

This plan and that of admission to grade I at the age of six years correlate with each other. With the age of admission at six, a nine-year course would be an absurdity and with the age of admission at five, an eight-year course would intensify the present unsatisfactory conditions.

Reasons: 1-5. See reasons under I (Age of admission to grade I) 1, 2 (and of other grades), 3, 4, and 5.

6. The eight-grade course is gaining in Massachusetts. 119 cities and towns had eight-year courses two years ago. No present data at hand.

7. Parents reporting favor eight-grade course by 203 to 123.

8. Statistics show that more pupils complete the course and enter the high school under the eight-grade system.

9. Educators favor the plan practically unanimously.

V. Content of the Elementary School Course.

It is important here to apply the "elimination of non-essentials" and use discrimination in the selection of new material. No subject can be stricken bodily from the curriculum, but each can be subjected to a careful examination in order to retain that which is really valuable and at the same time practicable for school use. Much is taught in Arithmetic and other subjects that would better give way to more thorough teaching of essentials and the introduction of more practical instruction.

The elementary school curriculum should contain:

1. Language (English):

a. Reading and Literature.

b. Oral and written Language, Composition and Grammar.

c. Spelling.

d. Penmanship.

2. Arithmetic.

3. Geography.

4. History and Civics.

5. Manual Arts:
 - a. Drawing,—Art and Construction.
 - b. Manual Training, including domestic science and household arts.
6. Music.
7. Health:
 - a. Hygiene and Physiology, including prevention of tuberculosis.
 - b. Medical and Dental Inspection.
 - c. Plays, Games, and Physical Training.
8. Instruction in Morals and Manners.
9. Thrift (School Savings).

Of the subjects in the above outline for which special provision would have to be made, moral instruction, thrift, dental hygiene, and physical training have already been considered.

An important addition suggested is a definite course in manual training to extend throughout the grades. I am well aware that manual training as it has been conducted has failed to give complete satisfaction. It has been largely experimental and somewhat desultory. I believe the time has come when the School Committee should commit itself to a definite policy in regard to manual training and either establish a logical, consecutive course or abolish it altogether. In my opinion, the former plan should be adopted and given a thorough trial. The course in drawing already provides excellent training in one form of manual arts. Other forms of hand training are equally desirable. Parents appear to approve such courses by a large majority. (See page 17, questions 3-6.) My recommendation is to establish a course in Manual Arts to include our present course in drawing with some modifications and a complete course in manual training to extend throughout the grades and high school; the manual training course to consist, in brief, of paper-cutting, weaving, modeling, basketry, wood work, sewing, cooking, etc.

Some of the reasons for establishing courses in manual training are:—

1. Manual activity is a natural instinct and needs direction.
2. It trains the judgment in dealing with concrete problems.
3. It provides a means of expression; often to pupils who are deficient in purely mental processes.
4. It develops coöperation of the mind and hand.
5. It reveals powers and aptitudes.
6. It is desirable as a preparation for industrial training.
7. It trains for home-making and home-keeping.

It may be added that such courses should be extremely practical. The product should be not only useful in theory but usable in fact. The sewing, the cooking, and the use of tools should be intimately related to the necessities of every day life.

VI. More Practical Courses in the High School.

I wish to invite your attention to the report of the Principal of the Punchard School. Its various suggestions are conservative and reasonable. The high school is no longer to be dominated by the requirements of college preparation. Moreover, it should not be regarded primarily as a college preparatory institution, but rather as an integral part of the public school system, completing a series of grades and courses which (or their equivalent) should be considered essential to the education of every child in town, whether a further education is possible or impossible. The high school should be, as it has been called, "the people's college."

Particularly is this true in Andover. With two excellent academies in town which specialize in college preparation, and which most young men and women with a college education in view desire to attend (since the Cornell and Holt scholarship funds afford practically free admission), there is all the more reason why the Punchard School should be an institution for popular education, appealing particularly to those who do not expect to go to college. Such it is, in part, at present. Improved and varied courses would make it still further a school for every boy and girl in the community. There should be a basis of academic studies which should conform to the standard for the

public secondary school, provide for general mental training and culture and prepare for college on the new basis of admission. Around this central body of studies there should be grouped electives of a more or less technical character. There should be a commercial course (we have an excellent one), domestic science courses for girls and manual training for boys. This does not involve vocational training. That would be extravagant and impractical for a town the size of Andover. It might, however, have a vocational trend so that a boy looking forward to an industrial education might be as well prepared for such courses as he now can be prepared for college or technical education.

I desire to emphasize especially the Principal's suggestion of courses in domestic science and household arts for girls. The art of home-making and home-keeping depends more and more upon a scientific knowledge of hygienic and sanitary principles and their application. Other considerations are equally important. Such courses should be given in the grades and continue throughout the high school. They should include instruction in cooking and sewing; household chemistry, hygiene, sanitation and economics; and the art of making the home beautiful. I lay stress upon this because of its importance and because these courses could quite easily be introduced. We already have an excellent cooking palnt. We have an unusually large teaching force for the number of pupils in the Punchard School. I have no desire to detract from the effectiveness of the teaching. Rather I would increase the general efficiency of the curriculum. It is quite possible for the present courses to be carried by six teachers, leaving the seventh to conduct a department of domestic science. Not only that, but I believe that it would be possible for this teacher to conduct the grade classes in sewing and cooking of which I have recommended the re-introduction.

There is lack of space in this report for further detail. Suffice it to add that all of these proposed improvements can be brought about with little added expense. In fact the plan to strengthen the elementary and high school courses is a proposition in the main to increase efficiency with a tendency toward the reduction of proportionate expense.

RECAPITULATION

I bring together the various suggestions and recommendations embodied in this report.

1. The abolition of the common soap and towel.
2. Some provision for dental inspection.
3. A physical director.
4. A supervisor of penmanship.
5. The teaching of thrift with some form of school savings.
6. Definite time allowed for instruction in morals and manners.
7. Raising the age of admission to six years in grade I and to five years in the kindergarten.
8. One session plan for grade I.
9. An eight-year elementary course.
10. The establishment of a manual arts course in the elementary and high schools to include domestic science and household arts.

Perhaps this list appears rather formidable, but certain of the recommendations are inseparably related and the time seems ripe for the consideration of all these questions. I trust that they will have your immediate attention.

CONCLUSION

I wish to call to your notice the special reports which follow. They have been carefully prepared and furnish details of work with suggestions and recommendations.

I appreciate heartily your patience and coöperation; the faithful and satisfactory service of the teachers; and the kindness and courtesy that I receive from all with whom I am associated.

Respectfully submitted,

SHERBURN C. HUTCHINSON.

REPORT OF THE PRINCIPAL OF THE PUNCHARD SCHOOL

To the Superintendent of Schools, and the Trustees of Punchard Free School.

GENTLEMEN :—I have the honor to submit my report as the Principal of the Punchard School from September, 1910.

I wish to recognize the invaluable help which has been given me by the teachers who have had the wisdom of a longer experience in the school, the friendly advice of Mr. Curtis, my predecessor, the generous way in which all the teachers have given their time and effort to secure the best results with the least departure from the old ways, and finally the courteous helpfulness shown by all connected with the school toward those of us who came here in September as strangers. It has been our endeavor to carry on the work this term with no radical changes. The excellent organization built up by our predecessors has made this relatively easy.

Broadly speaking the function of the public school is to do its share towards training its students for citizenship, and making them useful and happy members of society. The high school shares this duty with the grade schools and (for those who carry their education further) with the colleges and other higher institutions. Its problem is peculiar in that it receives its pupils at an age when they are boys and girls and graduates them as young men and women. No period of equal length in life involves such changes, physically, mentally, and even morally. To plan and administer a course of study which shall most effectually help in the discharge of this function is the never ending problem of those in charge of such schools. The plan has to take into consideration the particular needs of the community where the school is located and the limitations of the resources and equipment available. It must recognize that during the four years of their presence in the school most pupils come to some decision as to their life work, and it must aid them to make that decision after intelligent study of their

capabilities and opportunities. I have stated these general considerations not because they have anything of novelty in them, but because some changes I wish to suggest are made with these ideas in mind.

The students who are going to college or scientific schools are well provided for at the present, I believe. There is no reason why a bright boy or girl who knows what institution he wishes to enter, cannot by steady application to hard work during his four years here, arrive at graduation well prepared for his future study. There are some minor changes in the departments of history and science which would accomplish this preparation in a more logical order which I shall specify later. But in the main the college preparatory course is adequate.

The Commercial course, also, is well arranged. I should suggest shortening the bookkeeping work from two years to one and one-half, as the principles of the subject can be acquired in that time, and the way in which they are applied depends entirely upon the particular business, even the particular business-house in which the student may later find employment. The time gained by this change I should devote to Commercial Arithmetic.

It is the class of scholars who are uncertain about their future occupation, who come to the school to get an education more advanced than that provided by the grade schools but who are not likely to go beyond the high school, that are least well provided for by our curriculum. With these particularly in mind I suggest the following changes and additions as desirable:—

In the science department the present order is: first year Botany; second year Physical Geography; third, Physics; fourth, Chemistry. Botany as a full year subject becomes too technical for a first-year class which has had no scientific training. I should make the first year's work a more elementary course in general science, starting with Physical Geography, which articulates well with the grammar school work and in itself may be made to lead to the study of a wide range of natural phenomena having particular significance for our present day civilization.

During the second year the biological sciences of Botany and Zoology may be taken up, leaving the third and fourth years for the work in Physics and Chemistry as at present. I should make the elementary science of the first year a prescribed course for all pupils.

In the history department the present order gives English History the first year, Greek and Roman History alternately the second and third years and American History the fourth. This order is illogical. Every other class must take Roman History before it has studied Greek History and the alternate class must read Caesar in Latin before it has studied Roman History. Furthermore, there is no provision for any historical study of Continental Europe after the fall of the Roman Empire. I recommend the following order:—first year, Ancient History, largely biographical, coming down to about 400 A. D.; second year an outline of European History from 400 A. D. to the present time; third year English History with special reference to the development of those principles of Government which we have inherited; fourth year, American History and Government.

At present we offer three years of French and two of German. If the French were begun the first year and German the second, it would be possible for a student to have three years of each language without having to begin both the same year. College preparatory students who take Latin the first year could have a separate beginners' class in French the second year. My own preference would be for a year's study of a modern language before beginning Latin. I know from experience that such a plan results in a far more rapid and better progress when the Latin is begun. I presume, however, that such a plan may not be practical here at present.

In some former years there has been a class in the History of Art. I do not know why the subject was dropped but it seems unfortunate that it was. At least one period a week might easily be arranged on the day when the Supervisor of Drawing is at the school. The value of even a slight acquaintance with the masterpieces of painting, sculpture, and architecture needs no argument.

One phase of education is almost without representation in our school program,—training in Manual Arts. With the wood-working equipment which the town already has, it would seem to be possible to arrange for the boys of the high school to have some work of this sort. I do not urge this as a form of trade education at all; but because the effect on character and mind of good workmanship is unquestionably beneficial. No education which does not find expression in some form of serviceable activity is complete. The manual training affords an opportunity for such expression.

Every public high school should have a course in domestic art for the young women. This should not limit itself to cooking, but should include a study of the home from the hygienic, economic and aesthetic standpoints. Such knowledge used to be obtained by precept and example in our own homes, but the evidence is overwhelming that today the majority of homes do not afford adequate instruction in house-keeping.

The group system of studies such as is now in use seems to me the best solution of the problems arising from conflict between prescribed and elective systems of studies. I am inclined to think, however, that the choice of the course, or group of studies, might be put off until the beginning of the second year. This would give the teacher a larger chance to study individual needs and it would prevent any student's getting beyond the first year without a chance to test his ability in each of the four great branches of Language, Mathematics, History, and Science; for the first year's work in that case would be prescribed to include all these. The only choice here might be between Latin and a modern language.

I offer these suggestions as embodying some of my own ideals. They may at least afford a basis for a discussion of the school needs that shall prove helpful.

Respectfully submitted,

N. C. HAMBLIN.

REPORT OF THE SUPERVISOR OF MUSIC

To the Superintendent of Schools:—

Fully aware that great care should be taken in teaching music to beginners, knowing well that faults are almost ineradicable, if not detected and corrected at this time, I have given individual attention to each child in the first grade, and, whenever necessary and possible, to each child in the second grade. This individual attention has consumed much time, but has already produced such splendid results that I feel fully justified in the procedure. Great stress has been put on tonal ear-training through relentless interval work in conjunct and disconjunct motion and on rhythmic ear-training by means of the simplest and commonest rhythmic patterns. Good, pleasing, musical tone quality has always been insisted on, and exercises to help tone quality have been given to the children from time to time; and that they may become discriminative little critics to their own work, they have often been called upon to pass judgment on their own singing. Highly appropriate and attractive songs, forming the most important feature of early work in music, have always been given to them, thus developing the esthetic side of their nature by increasing their love for music and giving vent to their naive feelings. The joyousness evinced by them in the singing of their songs not only delights but proves thoroughly contagious.

Although sight work is called for in the second grade, and, sometimes, to a slight degree, in the first, it is not until the pupils get into the third grade that very effective sight reading takes place. From this grade to the ninth it is impossible to give much time to individual work, but, when it has been found absolutely necessary, and possible, the time has been taken. In these grades, according to the grade, more and more difficult exercises and songs have been used; and in the higher grades I have endeavored to introduce a more systematic method by composing exercises in major and relative minor keys. In

these higher grades, too, difficult chromatic exercises have been sung by the pupils and even more difficult exercises have been sung to the pupils for the purpose of ear training; and many of these I composed with the direct intention of making them extremely chromatic. The tone quality in these grades varies greatly, due, no doubt, to the mutative period of voices.

In the Punchard High School a fine spirit prevails. Here, too, are found many beautiful voices, which, I hope, will receive in the near future the training they so richly deserve. With such fine spirit and beautiful voices, it is to be regretted that music forms such an unimportant part in the curriculum. Forty minutes a week will hardly bring out the latent talent I so confidently believe exists in this school. Then, too, not a course in theory is offered. Since Harmony is accepted as a subject for college entrance examination by many of the leading colleges of the country, it is a pity that the musical student cannot have an opportunity to study this subject in his own school while preparing for college.

I greatly appreciate the efforts of the teachers in their work in music, and I feel deeply grateful to them. Their zeal, cheerfulness, and willingness have aided inestimably in putting their pupils in the happy, attentive, and receptive frame of mind which has been so helpful to me in my work.

Respectfully submitted,

HENRY L. STONE.

REPORT OF THE SUPERVISOR OF DRAWING AND MANUAL TRAINING

To the Superintendent of Schools:—

The drawing this year has followed quite closely the plan that was laid out last year; nature drawing in the fall, object drawing and principles of perspective in November, December, and January; constructive work, mechanical drawing, design and color study in February, March, and April, and color work and nature drawing again in May and June.

In the primary grades the work has included nature drawing, object drawing, color study, and illustration. The illustrative work continues throughout the year and the little folks take a great interest in it. Both colored crayons and scissors are used, and the subjects are taken from out-of-door life, home life, nursery rhymes and stories. The children in these grades are also taught how to use the ruler and some constructive work is done which requires accurate measurements.

The pupils in the grammar grades are learning to see things correctly and to represent them with brush and pencil. Great stress is laid on the principles of ordinary pencil drawing, perspective and foreshortening. They are showing quite an improvement in pencil drawing as a result of the work we did last year. Much time was spent on construction, design, and mechanical drawing.

The work at the Punchard School has followed the same course as last year. The mechanical classes are studying orthographic projection, intersection of solids, parallel and angular perspective, shadows, and machine drawing. The freehand classes have done a good deal of nature drawing and painting and pencil sketching of light and shade on groups of objects and casts. Tooled leather, brass, and stenciling were done by juniors and seniors. Design was studied and applied and some very effective work was done in the Friday afternoon class.

The course in manual training has been about the same

as last year. Every boy makes a mechanical or working drawing of each model before he makes it, and nearly all have acquired the ability to read intelligently a working drawing of any model to be made. So that after learning how to use the new tool or tools in making the model, they can do their own thinking and work independently, and the finished model represents the pupil's own efforts. The sloyd classes are full and most of the boys show a great interest in the work. This year the girls have been much interested in making raffia bags while the boys are at sloyd.

Last June there was an exhibition of drawing and manual training work at the school committee room. The drawing included high school work as well as grade work. The exhibit was put up in rather an unusual way. There was one sheet to represent every lesson in the outline and it was labeled according to the weeks and months of the year to correspond to the outline.

I thank the teachers and the Superintendent heartily for their co-operation and support in carrying on my work.

Respectfully submitted,

GRACE A. JENKINS.

REPORT OF THE SCHOOL PHYSICIAN

To the Superintendent of Schools:—

I herewith present my report for the year ending January 31, 1911.

The work during the past year has been very satisfactory because there is a constant increase of interest on the part of parents and teachers in all that makes for the greater health of the child in school. It is hoped that this interest will continue to grow for everyone now realizes that the physical health has a direct bearing on the ability to study.

It is well recognized that the growing child needs plenty of fresh air, well lighted rooms, an even temperature, and fairly frequent periods of relaxation from study. The School Committee has done a good thing for the children of the West Centre School in installing a modern heating and ventilating system there. No one who compares the quality of the air in this building today with what it was a year ago, but will appreciate the change for the better.

Our school rooms are as a rule well lighted, with desks placed so as to take advantage of the light in a proper way.

The adjustable desks are now installed in almost all cases and it is hoped that before long they will have entirely superseded the old-fashioned ones.

Would it not be in the best interests of the children to have some specially trained person to have charge of the physical exercises? It would seem that some form of exercise which could be taken out-of-doors under proper supervision, would be practical and at the same time would encourage a fondness for out-of-doors which is so essential to good health.

The common drinking cups have been done away with in the schools and their places taken by the bubbling drinking fountains, thereby doing away with at least one means of conveying disease from one to another.

During the spring term of 1910 there was a considerable

number of cases of measles and mumps which interfered greatly with the school attendance. These are such extremely contagious diseases that it is fortunate that they were not even more numerous. During the present school year there have occurred a few cases of scarlet fever, one of diphtheria, and a few cases of mumps and whooping-cough. The Board of Health has been prompt in fumigating the rooms when needed.

In my visits to the schoolrooms the following cases have been noted:

THROAT, NOSE, ETC.

Enlarged tonsils	43
Adenoids	25
Nasal obstructions	3
Enlarged cervical glands	21
Chronic otitis	2

DEFORMITIES

Spine	5
Chest	4
Extremities	3

SKIN DISEASES

Pediculosis capitis	35
Eczema	5
Scabies	4
Impetigo	7
Other skin diseases	8

CIRCULATION

Heart disease	4
Anemia	9

EYES

Conjunctivitis	4
Blepharitis	3
Strabismus	2
Stye	5
Punctured wound of eye-ball	1

GENERAL

Nervousness	7
Under-nutrition	5
Defective mentality	3

The condition of the teeth in the majority of cases is deplorable. More stress must be put on teaching the value of good teeth as an asset of the healthy individual. This means the first as well as the second teeth.

EYE AND EAR TESTS

Number examined	1175
Number defective in vision	92
Number defective in hearing	20
Notices sent	99

Respectfully submitted,

W. D. WALKER, M. D.

REPORT OF HOME GARDEN VISITOR

To the Superintendent of Schools:—

The work of visiting the home gardens of the school children was begun the last of June and finished the last of August. Two hundred and seventy children asked to have their gardens visited. Eighty-eight were visited once, one hundred twice, and forty-nine three times. In all five hundred visits were made. During June I was helped by five of the teachers and the Superintendent. As many as sixty children had no gardens to show when visited: some had not even planted their seeds after buying them; some let others plant and care for them; while still others started their gardens, but neglected them. I think the gardens, as a whole, were not as good as usual. This was owing to the cold weather early in the spring and the dry weather later. I think, however, it paid to visit the gardens. Everywhere I was cordially received and it was encouraging to find on my next visit that efforts had been made to take better care of the garden.

Also the fact that an exhibition was to be held spurred on many. Twenty children entered for the garden prize offered by the *Andover Townsman*. The winners were:

First prize, Mary Cronin, Stowe School.

Second prize, Mary McDermitt, Indian Ridge School.

Third prize, John Brennan, Indian Ridge School.

Highly recommended: Irene Arnold and Elmer Davis of the Stowe School, and Sarah Woodhead of the Richardson School.

About thirty children brought collections of flowers for the exhibition. The following received premiums:

First, Herbert Rose, George Platt.

Second, Irene Arnold, Edna Woodhead.

Third, Sarah Woodhead, Myrtis McDermitt.

Six children brought collections of vegetables. The following received premiums:

First, George Abbott.

Second, William McDermitt.

Third, George Platt.

Because of the great interest aroused by the Flower Exhibit this last summer I think we may confidently look for much enthusiasm among the boys and girls for home gardens this coming season.

Respectfully submitted,

FLORENCE I. ABBOTT.

REPORT OF TRUANT OFFICER

To the Superintendent of Schools:—

We herewith submit the following report of cases investigated during the year 1910.

Number of cases reported	118
Number of cases investigated	118
Number of truants	37
Number of cases with legal excuse	37
Number absent because of sickness	34
Number absent for lack of clothing	13
Number absent to help at home	22
Number absent for other insufficient reason	2
Number of cases prosecuted	1
Number of visits to factories	0
Number found working without certificates	0
Number found and taken to school	6

Respectfully submitted,

GEORGE W. MEARS.

(Jan.—June)

JAMES NAPIER.

(Sept.—Dec.)

APPENDIX

SCHOOL CALENDAR

1911

WINTER TERM—THIRTEEN WEEKS

January 2, Monday, Winter term begins
February 22, Wednesday, Washington's Birthday. Holiday
March 10, Friday, 7.30 p.m., Lincoln Spelling Contest
March 24, Friday, 7.45 p.m., The Barnard Speaking
March 31, Friday, Lincoln Spelling Contest

RECESS—ONE WEEK

SPRING TERM—ELEVEN WEEKS

April 10, Monday, Spring term begins
April 19, Wednesday, Patriot's Day. Holiday
May 30, Tuesday, Memorial Day. Holiday
June 22, Thursday, 3.30 p.m., Grammar School Graduation
June 22, Thursday, 8.00 p.m., Punchard School Graduation
June 23, Friday, Spring term ends

VACATION—ELEVEN WEEKS

FIRST TERM—FIFTEEN WEEKS

September 11, Monday, First term begins
October 12, Thursday, Columbus Day. Holiday
November 30, Thursday, Thanksgiving Day. Holiday
December 1, Friday, Special Holiday
December 15, Friday, 7.45 p.m., The Goldsmith Speaking
December 22, Friday, First term ends

RECESS—ONE WEEK

1912

SECOND TERM—EIGHT WEEKS

January 1, Monday, Second term begins
February 22, Thursday, Washington's Birthday. Holiday
February 23, Friday, Second term ends

RECESS—ONE WEEK

THIRD TERM—EIGHT WEEKS

March 4, Monday, Third term begins
March 15, Friday, 7.30 p.m., Lincoln Spelling Contest

March 22, Friday, 7.45 p.m.,	The Barnard Speaking
April 19, Friday,	Patriot's Day. Holiday
April 26, Friday,	Third term ends

RECESS—ONE WEEK

FOURTH TERM—SEVEN WEEKS

May 6, Monday,	Fourth term begins
May 30, Thursday,	Memorial Day. Holiday
June 20, Thursday, 3.30 p.m.,	Grammar School Graduation
June 20, Thursday, 8.00 p.m.,	Punchard School Graduation
June 21, Friday,	Fourth term ends

STATISTICS

Population, 1910		7,301
Children between five and fifteen years of age, September 1, 1910:		
Males	588	
Females	627	1215
Children between seven and fourteen years of age, September 1, 1910:		
Males	410	
Females	435	845
Valuation of Andover, 1910	\$6,737,207	00
Valuation of school-houses and lots	177,000	00
Estimated value of books and apparatus	13,000	00
Tax rate per \$1,000		16 50
Total cost for support of schools (including salaries and expenses paid by the Trustees of Punchard Free School)	38,278	44
Total cost to the town for support of schools	34,826	84
Total cost for repairs and improvements	4,007	69
Amount per \$1000 of valuation raised by taxation and expended for the support of schools		5 17
Amount per \$1000 of valuation raised by taxation and expended for repairs and improvements		.59
Total expenditure per pupil for support of schools	33	51
Total cost to the town per pupil for the support of schools	30	49
Number of school buildings		12
Number of school rooms		42
Number of rooms occupied		40
Number of principals of buildings		7
Number of kindergarten teachers		1
Number of special teachers		2

RANK IN ATTENDANCE—1909-10

Rank	School	Grade	Teacher	Attendance
1	Punchard	High	Charles L. Curtis, Prin.	95.83
2	Richardson	I-III	Helen W. Battles, Prin.	95.81
3	Indian Ridge	V-VI	Katherine L. Moynihan	95
4	Bradlee	IX-VIII	Clara A. Putnam, Prin.	94.7
5	Richardson	IV-VI	Emma L. Ward	94.6
6	Stowe	IX	Anna E. Chase, Prin.	94.5
7	Bradlee	VI-VII	Isabelle M. Towle	94.3
8	Indian Ridge	VII-VIII	Etta M. Dodge, Prin.	93.9
9	John Dove	V	Annie M. Downs, Prin.	93.7
10	John Dove	III	Alice S. Coutts	93.3
11	Indian Ridge	IV-V	Mabel M. Estes	93.1
12	Stowe	V-VI	Carolyn A. Dean	92.9
13	Indian Ridge	II-III	Althea L. Hastings	92.6
14	Stowe	VIII	Grace Hill	92.3
15	Stowe	VII	Caroline Burt	92.2
16	Bradlee	II-III	Mary C. Flag	91.5
17	Stowe	VI	Helen E. Bodwell	91.3
18	Stowe	VII-VIII	Alice L. Prescott	91
19	John Dove	IV-V	Gertrude J. Green	90.8
20	Bradlee	IV-V	Katherine T. Hannon	90.7
21	Indian Ridge	I	Eva E. Stone	89.7
22	West Centre	V-IX	Emily F. Carlton, Prin.	89.4
23	West Centre	I-IV	Ethel F. Smith	88.4
24	North	I-VIII	Annie A. Shirley	87.4
25	S. C. Jackson	I	Florance M. Prevost	87.1
26	Osgood	I-IV, VI	Marion D. Lowd	87.09
27	S. C. Jackson	Kindg.	Lucy Anne Allen	86.9
28	John Dove	III, IV	Elizabeth Ferguson	86.7
29	Bradlee	I	Florence I. Abbott	86.1
30	Bradlee	Kindg.	Lucy Anne Allen	85.1
31	S. C. Jackson	I	Adèle H. Duval	84
32	John Dove	II	Jennie S. Abbott	81
33	Bailey	I-VIII	Nyna F. Russell	76.9
34	Indian Ridge	Kindg.	Susan B. Thayer	75.4

BY SCHOOLS

1	Punchard	95.83
2	Richardson	95.2
3	Indian Ridge	93.8
4	Bradlee	92.6
5	Stowe	92.2
6	John Dove & S. C. Jackson	88.8
7	West Centre	88.2
8	North	87.4
9	Osgood	87.1
10	Bailey	76.9
	Average for all Schools	91.2

RANK IN PUNCTUALITY—1909-10

Rank	School	Grade	Teacher	Average No. of Tardinesses
1	Indian Ridge	V-VI	Katherine L. Moynihan	1
2	Bailey	I-VIII	Nyna F. Russell	1.27
3	Bradlee	IV-V	Katherine T. Hannon	1.70
4	Indian Ridge	II-III	Althea L. Hastings	1.74
5	Stowe	IX	Anna E. Chase, Prin.	1.85
6	Richardson	I-III	Helen W. Battles, Prin.	1.97
7	Indian Ridge	VII-VIII	Etta M. Dodge, Prin.	2.04
8	S. C. Jackson	I	Florance M. Prevost	2.2
9	Richardson	IV-VI	Emma L. Ward	2.3
10	Stowe	VIII	Grace Hill	2.68
11	Bradlee	II-III	Mary C. Flag	2.75
12	Stowe	VII-VIII	Alice L. Prescott	2.84
13	Bradlee	VI-VII I	Isabelle M. Towle	2.87
14	Stowe	V-VI	Carolyn A. Dean	2.9
15	Punchard	High	Charles L. Curtis, Prin.	3.065
16	Indian Ridge	IV-V	Mabel M. Estes	3.066
17	John Dove	V	Annie M. Downs, Prin.	3.18
18	S. C. Jackson	I	Adèle H. Duval	3.31
19	John Dove	III	Alice S. Coutts	3.34
20	Stowe	VII	Caroline J. Burtt	3.45
21	Bradlee	I	Florence I. Abbott	3.9
22	John Dove	III-IV	Elizabeth Ferguson	4.21
23	West Centre	V-IX	Emily F. Carlton, Prin.	4.39
24	Indian Ridge	I	Eva E. Stone	4.61
25	Osgood	I-IV, VI, VIII	Marion D. Lowd	5.09
26	Bradlee	IX-VIII	Clara A. Putnam, Prin.	5.15
27	John Dove	IV-V	Gertrude J. Green	5.40
28	John Dove	II	Jennie S. Abbott	5.5
29	Stowe	VI	Helen E. Bodwell	5.6
30	West Centre	I-IV	Ethel F. Smith	5.91
31	North	I-VIII	Annie A. Shirley	8.6

BY SCHOOLS

1	Bailey	1.27
2	Richardson	2.15
3	Indian Ridge	2.22
4	Bradlee	2.75
5	Punchard	3.06
6	Stowe	3.26
7	John Dove & S. C. Jackson	3.55
8	Osgood	5.09
9	West Centre	5.26
10	North	8.06
	Average for all Schools	3.36

ATTENDANCE STATISTICS — 1909-1910

SCHOOL	GRADE	ENROLLMENT						Total membership	Average membership	Per cent. of attendance	Half days absence	Unexcused absence	Tardinesses	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years	7 to 14 years											
Punchard Stowe	High IX	54	68	122	.	38	84	10	107.4	102.8	95.8	1770	83	83	9-8	55	15	12	8
	VIII	26	21	46	39	38	10	36	42.5	40.2	94.5	1048	79	25	9-6 ¹ / ₂	11	29	1	2
	VII, VIII	13	21	34	31	34	1	34	38.7	35.7	92.3	1100	104	49	9-6	12	15	1	
	VII	24	22	46	46	46	.	46	42.8	39.5	91.	1016	150	51	9-6 ¹ / ₂	29	18	0	
John Dove . .	VI	24	26	50	50	50	.	50	44.4	40.4	91.3	1162	249	63	9-6	16	27	0	1
	V, VI	32	20	52	52	52	.	52	42.9	39.5	92.9	1208	124	75	9-6 ¹ / ₂	14	25	0	4
	IV, V	24	18	42	42	42	.	42	41.6	39.	93.7	1048	106	56	9-6	32	20	2	
	III, IV	19	16	37	37	37	.	37	35.9	32.6	90.8	1174	124	46	9-6 ¹ / ₂	34	27	3	5
Samuel C. Jackson	III	22	21	43	43	43	.	43	37.4	34.9	93.3	1302	125	17	9-7	46	8	3	
	II	22	27	49	49	49	.	49	44.4	38.1	81.	1930	146	9	9-7	50	19	1	11
	I	24	21	45	45	45	.	45	35.9	30.	84.	3590	82	11	9-4	56	24	3	14
	I	19	21	40	25	15	.	3	38.	33.1	87.1	2281	119	10	9-7	60	15	3	9
Indian Ridge . .	K ^g t'n VII, VIII	19	21	40	40	40	.	40	23.6	20.5	86.9	529	24	0	9-3	71	10	15	14
	V, VI	24	20	44	44	44	.	44	18.1	17.	83.7	420	80	8	9-7	14	24	2	1
	IV, V	16	24	40	40	40	.	40	33.7	32.	95.	595	8	34	9-7 ¹ / ₂	26	8	3	2
	II, III	17	15	32	32	32	.	32	39.5	36.6	93.1	1184	109	55	9-6	10	21	2	2
Bradlee	K ^g t'n VII, IX	11	15	26	26	26	.	26	30.0	28.2	93.1	19	53	73	9-8	1	24	5	3
	VI, VII	14	18	32	32	32	.	32	39.7	36.6	89.7	1128	68	10	9-8	11	27	4	
	IV, V	14	24	38	38	38	.	38	15.2	11.4	75.4	189	0	0	9-4	10	1	1	4
	II, III	21	25	46	46	46	.	46	22.5	21.3	94.7	432	107	39	9-6	19	15	4	
Richardson . .	K ^g t'n I	12	15	27	27	27	.	27	30.	28.3	90.8	588	86	55	9-6	14	17	8	2
	IV, V	21	25	46	46	46	.	46	39.6	35.7	91.5	7292	67	33	9-5 ¹ / ₂	2	18	9	4
	II, III	9	10	19	19	19	.	19	21.	18.1	86.1	1031	82	9	9-7	53	15	4	6
	I	11	14	25	25	25	.	25	12.1	10.4	85.1	266	0	0	9-3	69	8	4	3
West Centre . .	K ^g t'n I-III	11	14	25	25	25	.	25	23.9	22.9	95.8	408	12	9	9-7	35	14	2	5
	IV-VI	18	16	34	34	34	.	34	30.	28.4	94.5	305	62	47	9-7	20	8	3	2
	V-IX	16	8	24	24	24	.	24	22.3	19.9	89.4	862	69	53	9-7	25	12	5	2
	I-III	20	18	38	38	38	.	38	30.1	26.4	88.4	260	178	18	9-7 ¹ / ₂	12	12	5	3
North	I-VIII	21	17	38	38	38	.	38	30.3	26.5	87.4	1394	765	46	9-6	31	11	4	2
	I-VII	16	14	30	30	30	.	30	16.7	13.5	76.9	1556	79	1	9-4 ¹ / ₂	57	11	2	
	I-VIII	16	14	30	30	30	.	30	15.3	13.5	81.1	676	58	18	8-16 ¹ / ₂	37	12	4	1
	I-IV, VI, VIII	8	10	18	18	18	.	18	15.5	13.5	81.1	676	58	18	8-16 ¹ / ₂	57	12	4	1
Totals . . . .	. . . . .	659	663	1322	69	1149	100	856	1142.3	1041.9	91.2	41565	3717	1145	9-6	1016	559	113	118

TEACHERS

FEBRUARY 1, 1910—JANUARY 31, 1911.

SCHOOL.	GRADE.	NAME	First Election	Resignation	SALARY	EDUCATION
Punchard	Principal—Latin	{ Charles L. Curtis	1904	1910	\$2000.00*	Colby College
		{ Nathan C. Hamblin	1910	.....	1800.00*	§Harvard University
	Science	{ Marshall F. Davis	1909	1910	800 00†	Dartmouth College
		{ Ray E. Pomeroy	1910	1911	950 00	Bates College
		{ Charles G. Willard	1911	.....	1000 00	Bowdoin College
	English	{ Elizabeth L. Neal	1909	1910	750.00	Smith College
		{ Harriet A. Foss	1910	.....	800 00	Wellesley College
	Mathematics	{ Mary E. Höhn Dern	1906	1910	800.00†	Phil. Normal School of Art
		{ Ruth E. Jennison	1910	.....	800.00†	Boston University
	Business	{ Edna G. Chapin	1906	.....	800.00†	Smith College
Stowe	French and German	{ Carolyn E. Key	1907	1910	800 00	University of Paris
		{ Louise M. Farnsworth	1910	.....	800.00	Tufts College
	History	{ Christine L. Lewis	1908	.....	800 00†	Radcliffe College
	Prin.—IX	{ Anna E. Chase	1886	.....	850.00	Salem Normal
	VIII	{ Grace Hill	1900	.....	600.00	§Salem Normal
	VII, VIII	{ Alice L. Prescott	1909	.....	525.00	Lowell Normal
	VII	{ Caroline J. Burtt	1903	.....	550 00	Bridgewater Normal
	VI	{ Helen E. Bodwell	1909	1910	525.00	Mt. Holyoke College
	V, VI	{ May Farnham	1910	.....	500.00	Farmington (Me.) Normal
	Prin., V	{ Carolyn A. Dean	1892	.....	525 00	Punchard Free School
John Dove and Samuel C. Jackson	IV	{ Annie M. Downes	1898	.....	800.00	Symonds High School
		{ Gertrude J. Green	1904	1910	525 00	Plymouth (N. H.) Normal
	IV	{ Margaret C. Kimball	o	.....	550.00	Salem Normal
	III	{ Elizabeth Ferguson	1907	.....	475.00	Salem Normal
	II	{ Alice S. Coutts	1901	†	550.00	Salem Normal
	II	{ Katherine I. Pease	1910	.....	500 00	Johnson (Vt.) Normal
	II	{ Jennie S. Abbott	1890	.....	525.00	Salem Normal
	I	{ Lucy Anne Allen	**	.....	525.00	New Britain (Conn.) Normal
	I	{ Adèle H. Duval	1898	.....	600.00	Winona (Minn.) Normal
	I	{ Florence M. Prevost	1898	.....	575.00	Lucy Wheelock K'gt'n Tr. School
Kindergarten		{ Lucy A. Allen, Prin.	1906	**	500.00	New Britain (Conn.) Normal
		{ Pearl M. Johnson	1910	.....	500.00	Rhode Island Normal

TEACHERS' ASSOCIATION

President	NATHAN C. HAMBLIN
Vice-President	EDNA G. CHAPIN
Secretary	GRACE HILL
Treasurer	EMMA L. WARD
Executive Committee	NATHAN C. HAMBLIN CLARA A. PUTNAM ANNIE M. DOWNES

CONSTITUTION

NAME

ARTICLE I. The name of this organization shall be the Andover Public School Teachers' Association.

OBJECT

ARTICLE II. The objects of this association shall be, first; to promote a more general social acquaintance among the public school teachers of Andover; second, to foster a spirit of mutual professional helpfulness.

MEMBERSHIP

ARTICLE III. Section 1. There shall be two grades of membership, active and associate. Any regular teacher, supervisor or superintendent upon the pay-roll of the School Committee of Andover or of the Trustees of the Punchard Free School may be admitted to full active membership upon payment to the treasurer of the dues for the ensuing year.

Any substitute or former teacher, or any present or former school officer of Andover, or the husband or wife of any hitherto mentioned teacher or officer, may be admitted to associate membership upon payment to the treasurer of the regular fee for dues for the ensuing year. Associate members shall be entitled to all the privileges of active members except the right to hold office and to vote.

Section 2. The annual dues shall be one dollar, payable to the treasurer on or before the first regular meeting in each school year.

ELECTION OF OFFICERS

ARTICLE IV. Section 1. The officers of this association shall consist of a president, a vice-president, a secretary, a treasurer, and auditor, and an executive committee consisting of the president and two members of the association who are not otherwise officers.

Section 2. All officers shall be elected on written ballot at the annual meeting of each school year by a majority vote of those present and voting.

Section 3. A quorum for the transaction of business shall consist of at least twenty members.

AMENDMENTS

ARTICLE V. Any amendment to this constitution must be proposed at a previous meeting and at that time laid upon the table for subsequent action. This constitution may be amended only by a two-thirds majority present and voting.

BY-LAWS

SECTION 1. The duties of all officers of this association shall be such as ordinarily appertain to those offices except as hereinafter stated.

SECTION 2. The treasurer shall dispense the money of the association only upon written approval of two members of the executive committee. He shall keep and render at the annual meeting a written report of all money received and expended.

SECTION 3. The secretary shall send to each member, at least three weeks before the annual meeting, a preliminary ballot to be filled in and returned under seal to him at least three days before the election. The three candidates having the highest number of votes for each office shall be the official nominees therefor.

SECTION 4. The auditor shall audit the accounts of the treasurer at the close of the school year, require proper vouchers for all expenditures, and report thereon at the annual meeting.

SECTION 5. The executive committee shall fix the date for the annual meeting, call all other meetings, including at least one each term, provide for all programs and all other necessary arrangements for such meetings, fill temporarily all vacancies in the list of officers until such are filled by the association, appoint all committees not otherwise provided for, and expend such sums of money from the treasury as may be necessary to meet the expenses for general meetings, such expenditures not to exceed the balance in the hands of the treasurer at any time.

SECTION 6. The annual meeting shall be held during the spring term.

SECTION 7. Any amendment to these by-laws must be proposed at a previous meeting, and at that time be laid on the table for subsequent action.

SECTION 8. These by-laws may be amended only by a two-thirds majority of all members present and voting.

LIST OF BOOKS FOR HOME READING

To the Pupil:—

Here is a list of ten good books for each grade from IV to IX. They are books that everyone ought to read. During the summer vacation try to read two or more from the list for your grade that you have never read.

In the fall your teacher will ask you what books you have read from the list and whether you liked them or not. She will also ask you to tell about them and to tell why you liked them or didn't like them.

The names that are starred (*) are of authors who have written other interesting books that you may like to read. Ask the Librarian about them.

These books are all in the Memorial Hall Library.

GRADE IV

TITLE	AUTHOR
Black Beauty	Sewall
Captain January	*Richards
Child's Garden of Verses	*Stevenson
Fairy Tales	Andersen
Fairy Tales	Grimm
Just So Stories	Kipling
Little Lord Fauntleroy	*Burnett
Madam How and Lady Why	*Kingsley
Through the Looking Glass	*Carroll
In the Days of Giants	Brown

GRADE V

Bird's Christmas Carol	*Wiggin
Heidi	*Spyri
Jackanapes	Ewing
Little Lame Prince	*Mulock
Merry Adventures of Robin Hood	*Pyle
Pinnocchio	Collodi
Rab and His Friends	Brown
Story of a Bad Boy	Aldrich
Swiss Family Robinson	Wyss
Ten Boys	*Andrews

GRADE VI

Arabian Knights	*La Ramè
Dog of Flanders, A	*Dodge
Hans Brinker	*Kingsley
Heroes, The	*Kipling
Jungle Book, The	Aanrud
Lisbeth Longfrock	*Alcott
Little Women	Harris
Nights with Uncle Remus	Defoe
Robinson Crusoe	Dana
Two Years before the Mast	

GRADE VII

Adventures of Ulysses	Lamb
Boy's Life of Lincoln	Nicolay
Green Mountain Boys	Thompson
Nürnberg Stove	La Ramè
Norse Stories	*Mabie
Pioneer, The	*Cooper
Rebecca of Sunnybrook Farm	*Wiggin
Tales of New England	*Jewett
Tales of ** Baron Munchausen	Raspe
Treasure Island	*Stevenson

GRADE VIII

Captains Courageous	*Kipling
Hoosier School Boy	*Eggleston
Little Daffydowndilly	*Hawthorne
New England Girlhood, A	*Larcom
Prince and Pauper	Clemens
Ramona	Jackson
Scottish Chiefs	Porter
Stories from Virgil	Church
Tales from Shakespeare	Lamb
Uncle Tom's Cabin	*Stowe

GRADE IX

Being a Boy	Warner
Boys' and Girls' Plutarch	White
Gulliver's Travels (Abridged)	Swift
Hoosier School Master	*Eggleston
Lady of the Lake	*Scott
Nicholas Nickleby	*Dickens
Pilgrim's Progress	Bunyan
Sketch Book, The	*Irving
Tales of a Grandfather	*Scott
Tom Brown's School Days	*Hughes

PRIZE AWARDS 1910

PUNCHARD SCHOOL

The Barnard prizes for excellence in English composition and oral delivery:

First, twenty dollars, Norman Julien Thompson, '11.

Second, twelve dollars, Anne Viola Gillen, '10.

Third, eight dollars, Gertrude Agnes Phinney, '12.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Gertrude May Morgan, '12.

Boys' prize, five dollars, George Richardson, '12.

The M. E. Gutterson botanical prizes:

First, five dollars, Mary Stevens Mitchell, '13.

Second, three dollars, Helen Beatrice Higgins, '13.

The prizes for excellence in first year Latin:

First, five dollars, Lucretia Lowe, '13.

Second, three dollars, Helen Swanton, '13.

The prize for broad and helpful influence:

Ten dollars, Anne Viola Gillen, '10.

The Parker Memorial prize to the athlete who has won the "P" twice, and stood highest among the athletes in scholarship:

Lester Newton Towne, '11.

The Punchard Botanical Club prize for the earliest and most complete collection of spring flowers:

Medal, Margaret Mary Barrett, '12.

SPELLING PRIZES

From the Varnum Lincoln Spelling Fund augmented by the gift of twenty dollars from Mr. Alfred V. Lincoln:

First, fifteen dollars, Robert Winthrop Morse, Punchard School, '12.

Second, ten dollars, Lucretia Lowe, Punchard School, '13.

Third, five dollars, Norman Julien Thompson, Punchard School, '11.

Fourth, four dollars, Katherine Agnes McNally, Punchard School, '12.

Fifth, three dollars, Mildred Jenkins, Punchard School, '10.

Sixth, two dollars, William John Cronin, Punchard School, '10.

Seventh, one dollar, Edith Sophia Kierstead, Punchard School, '13.

A special prize of one dollar was given to Annie Ness, Grade VIII, Indian Ridge School, by Mr. Edwin H. Lincoln.

FIFTY-FIRST COMMENCEMENT EXERCISES

JUNE, 1910

Sunday, June 19, at 10.30 A.M. Baccalaureate Sermon at the Free Church by the Reverend Frederick A. Wilson.

Wednesday, June 22, at 3.45 P.M. Class Day Exercises on the Punchard Lawn.

Thursday, June 23, at 8 P.M. Graduation Exercises at the Town Hall.

Friday, June 24, at 7 P.M. At the Town Hall, Reception to the Graduating Class by the Alumni Association.

CLASS DAY EXERCISES

Wednesday, June 22

CHORUS—"Alma Mater."

ADDRESS OF WELCOME

James Grant Anderson, President of the Class

HISTORY

Eva Alta Howell

MEDLEY

Class

IVY PLANTING

Esther Sophia Eaton

STATISTICS

Sarah Lizzie Cole

CLASS DAY SONG—Tune "Juanita"

PROPHECY

Margaret Josephine English

ADDRESS TO UNDERGRADUATES

Thomas Joseph Kyle

CLASS ODE—"Vale"

CLASS DAY SONG

Air—"Juanita"

High-school days are ending;
 The time is drawing near,
 When we must part from Punchard
 E'er to us so dear.
 And as we go forth now,
 Obeying duty's call,
 Thine influence, strong and sweet,
 Goeth with us all.

Refrain.—Punchard, dear old Punchard,
 Thee we bid a last adieu,
 Punchard, dear old Punchard,
 Good-bye to you.

Then when in after years,
 Where'er we spend our days
 We will gladly sound afar
 Fair Punchard's praise.
 For as the years roll by,
 Where so e'er we may be,
 We will be true to self,
 And true to thee.

Refrain.—Punchard, etc.

But the course of time proclaims to all,
 "The dearest friends must part."
 "Fare you well, dear Punchard,"
 Comes from every heart.
 "Thy name is ever dear to us.
 On it we love to dwell;
 We linger on the parting words,
 Fare thee well, farewell."

Refrain.—Punchard, etc.

Margaret Josephine English

GRADUATION EXERCISES

Thursday, June 23

MARCH

CHORUS—"Mighty Jehovah,"

Donizetti

PRAYER

The Reverend Augustus H. Fuller

SALUTATORY AND ESSAY—The influence of Sea Power on
 American History

Mildred Jenkins

ESSAY—Some Phases of the Immigration Question

William John Cronin

CHORUS—"The Quietude of Night," from Mascagni's "Cavalleria
 Rusticana"

Arr. by Geo. H. Howard

ESSAY—The American Shipping Problem

Florence Abby Reilly

ESSAY—The High Cost of Living

Anne Viola Gillen

CHORUS—"The Marathon Race." Toreador Song from "Carmen"

Arr. by T. B. Marshall

PRESENTATION OF CLASS GIFT

James Grant Anderson, President of the Class

PRESENTATION OF PRIZES

Mr. Albert W. Lowe

ESSAY AND VALEDICTORY—The Reclamation of the Desert
Arthur Kimball Johnson

AWARDING OF DIPLOMAS

CLASS ODE

CLASS ODE

Tune—"Vale"

Four years are ended, hearts strangely blended,
Now must be severed, far from thee,
Where duty calls us, whate'er befalls us,
Never forgotten shalt thou be.

Though life's path may be dreary, though work may be weary,
Temptation meet us far from thee,
We'll ne'er be conquered, while to our motto
"Hodie non cras," we still cling.

Old Punchard faces, old Punchard places,
Life's vista opens, far from thee;
Farewell to Punchard, kind friends and teachers,
Never forgotten shalt thou be.

Anne Viola Gillen

CLASS MEMBERS

James Grant Anderson	Anne Viola Gillen
Sarah Lizzie Cole	Eva Alton Howell
William John Cronin	Mildred Jenkins
Roy Dearborn	Arthur Kimball Johnson
Esther Sophia Eaton	Thomas Joseph Kyle
Margaret Josephine English	Florence Abbie Relily

CLASS OFFICERS

President, JAMES GRANT ANDERSON

Vice-President, ANNE VIOLA GILLEN

Secy. and Treas., THOMAS JOSEPH KYLE

GRAMMAR SCHOOL GRADUATING EXERCISES

PUNCHARD HALL, JUNE 23, 1910. 3.30 P.M.

MARCH—"Fresh Life"

W. F. Sudds

Elsie Carleton Stiles

CHORUS—"The Delight of the Soldier"

H. Bishop

Arr. by S. W. Cole

PIANO SOLO—"Fantasia" from "Il Trovatore"

E. Dorn, Op. 39, No. 3

Mary Margaret Black

ADDRESS TO THE GRADUATES

Mr. Colver J. Stone,

Chairman School Committee

GIRLS' TRIO—"Softly Now the Shadows Fall"

L. B. Marshall

PRESENTATION OF CERTIFICATES

Mr. Stone

CHORUS—"The Heavens Are Declaring"

Beethoven

Arr. by S. W. Cole

GRAMMAR SCHOOL GRADUATES

OSGOOD SCHOOL

Georgianna Lovejoy

WEST CENTRE SCHOOL

Edward Allen Burt

Thomas Andrew Cunningham

Willis Guernsey Wright

BRADLEE SCHOOL

Lester Freeman Abbott

John William Scott

Benamin Francis Dane

Francis John Sears

Harry Cecil Balfour Evans

Mary Elizabeth Stickney

Charles George Hazlett

Walter Ezekiel Stickney

Ada Millicent Matthews

John Bernard Wheatley

Lionel Frederick Buckley

STOWE SCHOOL

Marion Bodwell Abbott	Archibald Justin Mayo
Elizabeth May Allen	Florence Vatherine McCarthy
Katherine Annette Berry	Lydia Howard Murphy
Francis Bernard Bingham	Marie McQuinn
Mary Margaret Black	Alice Mary O'Connell
Frank Joseph Boland	Kenneth William Pike
Howard Lincoln Cates	Doris Evelyn Piper
Willard Pond Craik	Effie Olivia Ross
Ivan Roper Cousins	Harold Gardner Russell
Charles Patrick English	George Leslie Scott
Harry Vincent English	James Pascal Shattuck
John Middleton Erving	Franklin Snow
Kenneth Clemons Foster	Joseph John Stack
Gladys Abbott Walker Higgins	Richard Walter Stack
Sarah Hilton	Elsie Carleton Stiles
Frederick Robert Hulme	Dorothy Howarth Smith
Martha Amanda Lang	Alice Mary Welch
Carl Nelson Lindsay	Wentworth Williams
Dana Joseph Lowd	Pearl Edward Wilson
Elizabeth Marion Young	





